[Mr. Kayalam Paramesvaran Pillai.]

be made in the Bill, as I believe that the principles are generally accepted.

DEPUTY PRESIDENT: Does the House agree to the principle of the Bill being accepted.

The House agreed.

The Secretary then read the title of the Bill.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Sir, I move that the Bill be referred to a Select Committee consisting of:—

1. Deputy President.
2. Messrs. P. K. Narayana Pillai.
3. „ A. S. Damodaran Asan
4. „ K. C. Abraham
5. „ S. Krishna Panickar
6. „ S. Nilakanta Pillai
7. Messrs. S. J. Nair
8. „ Antony George
9. „ K. Padmanabhan
10. „ M. K. Janardhana Kamath.
11. „ K. Kunjukrishna Pillai.

MR. R. NILAKANTA PILLAI (*Financial Secretary to Government*): I second it.

DEPUTY PRESIDENT: The motion is carried. The Committee will submit its report in four months.

We will now proceed to discuss the Report of the Statham Committee. Before Mr. Ramasubba Aiyar is called upon, I may mention that the rules as to time limit were suspended practically. Considering the fact that there is a large number of members desirous of speaking, I propose to allow 5 minutes normally to every member and I appeal to the good sense of the House to make the best use of that time. In exceptional cases, deviation from the rule, may, however, be made.

DEMANDS FOR SUPPLEMENTARY GRANDS (*Contd*)

EDUCATION

MR. T. P. RAMASUBBA AIYAR (*Nominated*): Sir, I was dealing the other day with the question of the transfer of departmental schools to private agencies. This is one of the recommendations in the Committee's Report. In regard to that, I was saying that none of the 19 municipalities in the State is now in a fit condition, financially or otherwise, to take up the management of the departmental English schools. In Travancore there are at present no local boards and it would take a long time before they can be formed and the handing over of the departmental schools to them can be thought of. Steps may however be taken to enact a law for the purpose. If it is considered that these departmental schools may be made over to the management of other private agencies, such agencies have not come forward so

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The offer was open to them, as a policy of Government, but has not been availed of. The Committee has suggested that a large saving could be made by giving effect to this proposal. But in the existing state of affairs, there is no possibility of severing Government's connection with the departmental schools either immediately or in the near future. The chances of finding savings in that direction are therefore remote. Other sources of income suggested in the Report are the increase of fees in the higher forms of schools and colleges and the levying of an educational cess. I may at the outset state that enhancement of fees is not going to add to the savings substantially. Moreover, in these days of economic depression, the general public would not welcome such a policy on the part of Government. Therefore the only proposal which has to be seriously considered in this respect is the levy of a cess. Some members have supported this suggestion and I agree with them. This proposal was once made by the Education Expenditure Committee of 1920. Sooner or later, an educational cess will have to be levied. I am therefore in favour of the levy of a cess, but this should be done in proper time, that is when the tension of the present economic depression appreciably decreases. Why I dealt with this point is to make it clear that Government will have to proceed very cautiously before they launch upon large schemes, which involve heavy expenses, in view of the present financial stringency. The sources of income referred to in the Report cannot be had immediately and therefore the money required for such expenditure will have to come from the State exchequer. At present the departmental High Schools are functioning very well and many of them are housed in decent buildings with necessary furniture, which have been given free by the people of the places. The question is whether these can be given away to private agencies in view of the past undertaking and whether there is the real need for it. These are all questions which have to be considered before the transference of departmental schools to private agencies is thought of or given effect to.

I have also to record a word of protest against the utilisation of Devaswom funds for general education.

With regard to the ban on married women, I do not agree with the authors of the Report. General qualification is an essential factor for recruitment to the public service, and recruitment to the public service is a great incentive for girls' education. If marriage is to be a disqualification, then it will tend to retard the progress of female education in the country. Provision may be made for the grant of maternity leave and even leave on loss of pay to them, subject to certain conditions and the rules of departmental discipline may be enforced against them. These safeguards should be enough to maintain minimum efficiency in this work.

In supporting the Committee's recommendation about the constitution of an Advisory Board, I would only suggest that, of the twenty members, a majority of eleven members may be chosen from this House and the State Council together. It will also be advantageous if

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[Mr. T. P. Ramasubba Aiyar.]

the members of the Board from each House are left to be elected by the non-official members of the legislative bodies.

I am in general agreement with the other proposals in the Report.

DEPUTY PRESIDENT: Mr. S. J. Nair will read his petition and present it to the House.

MR. S. J. NAIR (*Nedumangad*): Sir, I have the honour to present a petition before this august Assembly, for the first time in the history of this House.

DEPUTY PRESIDENT: You are permitted only to read the petition without any introduction.

MR. S. J. NAIR (*Nedumangad*):

"Whereas the "Report of the Travancore Education Reforms Committee" is now under the consideration of the Assembly, the humble petition of A. S. Sankaranarayana Pillai, Ex-Member, S. M. P. A., Vakil, Nedumangad; S. Krishna Pillai, Ex-Member S. M. P. A., Vakil, Nedumangad; S. Nilakanta Iyer, Ex-Member, S. M. P. A., Vakil, Nedumangad; K. Gopalan Nair, Ex-Member S. M. P. A., Vakil, Nedumangad; and M. Subramonia Pillai, Ex-Member, S. M. P. A., Vazhakottu Kunnumpurathu Veedu, Anad Pakuthi, Nedumangad, showeth that the following suggestions, proposals, and recommendations of the said Committee shall not be given effect to.

The Director of Public Instruction shall not be appointed as the Educational Secretary or an Assistant Secretary to Government, to work directly under the Dewan of the State.

That no officer on a high salary and with the express understanding that he would one day become the Head of the Department, shall be appointed as the Deputy Director of Public Instruction. That an Office Manager, in the Head Master's grade alone need be appointed to help the Director."

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Sir, a point of order. Under Rule 64, the member cannot read the whole petition. Can the member read the whole petition?

MR. S. J. NAIR (*Nedumangad*): Sir, the member is not in order.

DEPUTY PRESIDENT: Material allegations are read by Mr. S. J Nair. He is perfectly in order.

Mr. S. J. Nair, you may go on, but do not give the reasons. Give only the material allegations.

MR. S. J. NAIR (*Nedumangad*):

"No Financial Assistant to the Director, placing him in direct charge of the Accounts Branch of the Director's office, shall be appointed. Instead, an Assistant Account Officer, with a separate staff, may be deputed to work under the Director in the Director's office.

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The post of Chief Inspectress of Girls' Schools as such need not be retained ; and the additional post of an Assistant Chief Inspectress need not be created.

The appointment of a State Physical Director, with two Assistants, is unnecessary and unserviceable.

The recommendations that the Government should gradually divest itself of the management of a considerable number of departmental institutions in the State, and that it should be the avowed policy of Government in future gradually to withdraw from direct management of Primary Schools are highly prejudicial to the interest and progress of education, and they ought not to be accepted.

The proposals to give grant-in-aid in future for new buildings, for repairs and improvements to buildings, for the purchase of play-grounds and for the erection of hostels, in the case of private agencies, involve unnecessary cost to the State, burden to the people, and "profit-making" in the case of private agencies and they shall not be granted.

No school shall be housed in buildings used for religious purposes.

The suggestions in the Report, that women, employed in the Secondary Schools and the administrative branch in the Education Department, will have to relinquish their profession by reason of their marriage and also that married women shall not be recruited or retained in future in Secondary Schools and in the administrative branch are unreasonable and unnatural and they ought not be accepted.

The suggestions to lengthen the primary course to the 5th class, to ensure the aim of achieving literacy, the fixing of age limit to pupils for admission into a primary school, as five and a half, and the transformation of the existing Vernacular High Schools into Vernacular Training Schools, would adversely affect the Vernacular Education in the State and discourage it. Hence they ought to be rejected. Instead, a competent Committee should revise the syllabus of the Vernacular branch from the 1st to the 9th class. There is no serious objection in abolishing the V. S. L. C. Examination. But, V. H. examination shall be retained. Instead of converting every V. M. School into technically-biased schools, the V. M. School in every taluk should be converted into a Technical School, at the first instance as an experimental measure.

The suggestions for filling up the highest forms in Secondary Schools on a selective basis, by holding an examination, so designed that special minima will be required from pupils who desire to continue the E. S. L. C. course in forms five and six at the end of the IV Form, that no student should be allowed to appear more than twice for the above departmental examination unless he has been obviously handicapped by ill-health, that far larger numbers should be discouraged from aspiring to collegiate education, that the profitless and useless work of "carpentry" should be made compulsory for all boys in English Schools, that religious instruction be permitted in all the Schools, that special fees be levied for games, for reading rooms and

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[Mr. S. J. Nair.]

for science, that the managements be given the choice of selecting their own text books from the list of recognised text books; the nature of the constitution of the future Text Book Committee, the suggestion that the Government should gradually hand over the management of its English Schools to aided agencies, that the fee for the arts and science courses should be considerably raised, that the compelling of even those students who have their parents and houses in the locality where the College is located to reside in the hostel attached to the College, and the fixing of the age limit beyond seventeen for admission in the Maha Raja's College are all detrimental to the promotion and progress of higher education in the State. Hence the above suggestions shall not be given effect to.

The suggestion to affiliate the Sanskrit College, Trivandrum, to the Madras University in the *Vidvan* and *Siromani* courses are unnecessary."

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Will there be anything left in the petition, after my friend finishes his statement of what he calls the main allegations in the petition?

DEPUTY PRESIDENT: Mr. S. J. Nair, I have been closely listening to what you read. I would once again point out to you the necessity to mention only the main points in your petition.

MR. S. J. NAIR (*Nedumangad*): Yes, Sir.

"The recommendation that Government should establish an Advisory Education Board with members nominated for a period of years, by itself is of no good. If the Board is to function well and be of use to the people and to the State and help progress and development of education in the land, it should consist of at least eight members from the Assembly and four members from the Council, and the above members ought to be elected from amongst the elected members of the Assembly and the Council. Nedumangad taluk is a backward area in point of education; and, in any event, a member from Nedumangad taluk ought to be in the Advisory Board."

MR. N. E. VARUGHESE (*Tiruvalla I*): ഹർജി വായിക്കാനാണോ ഇവിടെ അനുവാദംകൊടുത്തിട്ടുള്ളത്?

DEPUTY PRESIDENT: I wish, Mr. Varughese, you will apologise. The Chair knows what to do.

MR. S. J. NAIR (*Nedumangad*):

"The recommendation that, in the matter of aid to Vernacular Schools, the rates of grant-in-aid should be revised so that the Department will give a grant of Rs. 8 a month to an untrained and Rs. 12 a month to a Trained Teacher is too low and insufficient.

"The recommendation that, in order to assist the Government, in the provision of Revenue for educational purposes, the Government should consider the feasibility of diverting Devaswom funds for educational purposes is most mischievous, unwarranted and uncalled for and it requires to be rejected.

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Accordingly the petitioners pray that the above suggestions contained in the Report of the Education Committee, in view of their extraordinary character, retrograde nature and reactionary spirit shall not be accepted."

DEPUTY PRESIDENT: I wish to make a general statement with your leave. In matters like this, when a petition is being read by a responsible member of this House, you may trust the Chair, ordinarily with careful attention, to find out which is relevant and which is not. While thanking individual members for bringing to the notice of the Chair points which, according to them have to be ruled upon, I expect that, in future, on matters of difficulty with regard to relevancy and on matters of procedure under the Rules, there will not be many suggestions from the members, because the certain effect of that will be the prevention of what is allowed by law.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Sir, I beg to move to reduce Re. 1 from the sum of Rs. 2,200 now asked for under Education, for T. A. to the members of the Education Advisory Committee. I seek the permission of the Chair to make the motion.

DEPUTY PRESIDENT: I am sorry I cannot give you permission; because, the rules as to time of giving notice have not been complied with.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): May I speak on the general motion?

DEPUTY PRESIDENT: Certainly.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Sir, the Education Reforms Committee deserves the congratulations of the public for finishing its Report within the prescribed time and for bringing out the many defects in the administration of the Education Department and in the control and supervision exercised by the Education Department over the educational institutions in the state. Government must remember that, in attempting to carry out some of the proposals made in the Report, they must do so only with the approval of the representative institutions in the country.

With regard to the Advisory Board, I agree with some of my friends in thinking that the Advisory Board must consist of a majority of members chosen from among the elected members of this House and of the Council. I do not think it will be safe to entrust the Director also with the duties of a Secretary to Government. I also think that the appointment of a Deputy Director is superfluous and unjustifiable.

With regard to the appointment of a Financial Assistant for the Director's Office, I think that an Officer, of the grade of Superintendent of the Account Office, may be appointed in order to check the malpractices and fraud complained of in the Report.

MR. S. J. NAIR (*Nedumangad*): May I know whether——

MR. A. S. DAMODARAN ASAN (*Mavelikara*): I have only five minutes Sir. Let me first finish my speech, before I think of answering questions.

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[Mr. A. S. Damodaran Asan.]

With regard to the proposals regarding Assistant Divisional Inspectors, I think there is no good in having a large number of different cadres of officers with overlapping functions. If the Department insists on having the number of Inspecting Officers they have asked for in the report, let them add to the number of Divisional Inspectors or to the number of Assistant Inspectors.

The main point I want to deal with is the financial aspect of the question. The Committee seems to care only for the financial commitments of the Government. They must remember that, in this matter, additional expenditure has to be incurred by the aided institutions and by the people also. Therefore, we have to ascertain whether the people and the aided institutions are also in a position to meet the financial commitments suggested by the Committee. The Committee suggests that the Government expenditure can be reduced by handing over departmental institutions to private agencies. We have heard a large volume of opinion against that policy; and I am sure that, even if the Department wants to hand over departmental institutions to private agencies, only very few private agencies will come forward to take them up under the conditions laid down in the Report.

DEPUTY PRESIDENT: Time.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): I want just five minutes more, Sir.

DEPUTY PRESIDENT: No, I shall allow you two minutes.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): I shall obey the Chair.

DEPUTY PRESIDENT: You ought to.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): The Committee ought to have considered why there was so much literacy in Travancore. The main reason is this. There is a large number of schools throughout the country run at very little cost. When the Director wants the present middle schools to be abolished and vocational bias schools to be created in their place, I wish to know the fees he proposes to levy in the proposed schools. If it is going to be higher than the present rate of fees, I am sure the strength of the schools will go down considerably. (*Louder, please.*) Impossible; I am talking as loud as I can.

I would also like to suggest that it will not be advisable to stop all the present middle schools at one stroke

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): Sir, as it is evidently impossible for me to give a full criticism of the Report within the short time available, I have to limit my observations to some one aspect of it and I think I shall confine my remarks mainly to that particular branch of education with which I am most intimately acquainted, I mean the post-primary and pre-university courses.

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The presence in the State of two parallel courses of studies conducted in two parallel sets of institutions, the fall in the efficiency o both, and more especially the most unsatisfactory condition of the Vernacular branch, have been most prominent topics of discussion both in the press and on the platform. There has been practically no difference of opinion as to the state of affairs, though, naturally, there have been divergent suggestions about the reforms to be effected. In this connection I should say that I belong to that "large numbers of persons, including many educationalists who" the Committee say, advocate the amalgamation of the English and Vernacular schools. I know there is a strong volume of opinion against such an amalgamation. Their main contention is that it would be detrimental to Vernacular education. But we are equally emphatic in believing that the only means of saving Vernacular from its present poor plight is to effect an amalgamation, such as we propose. As it is, Vernacular education is being confined to the lowest strata of society, I mean the poorest in money and in brain; and the only way to save it is to bring about an amalgamation so as to give the Vernacular its rightful place in that set of institutions where the best and the brightest gather.

The Committee say that they do not find their way to accede to this proposal. But even after a close study of the Report, I fail to see what else they have done. What is it that we propose? We say, combine the two sets of schools giving Vernacular a more important place than it now occupies in the English Schools, and this will practically mean the using of the Vernacular as the medium of instruction in all the classes and teaching English as an important second language. The scheme would also include a public examination at the end of the middle school. The Committee have actually accepted all these. I do not mean to say that they have accepted all the proposals in *toto*. I shall soon come to that. But in the meanwhile, I have to say that much criticism has been passed on the proposals in the Report and confusion has been caused on account of certain proposals contained therein. One is the proposal to start vocational bias schools. Many critics have been carried away by this proposal. It is not proper to consider the vocational bias schools as the future Vernacular Middle Schools. They are an entirely new set of institutions and I have no doubt that they are a very necessary set of institutions. Another source of confusion is the proposal of the Committee to abolish the Vernacular Middle Schools and High Schools. Taking the Report as a whole, I find that the proposal is meaningless. It is as meaningless as saying that the English Middle Schools and English High Schools are abolished. In a scheme which is practically one of amalgamation, there is no meaning in saying that one set of institutions or the other is abolished. The scheme, therefore, does not recommend the compulsory conversion of all the existing Vernacular schools into vocational bias schools, nor does it recommend the abolition of any set of institutions.

But as I said before, the scheme is by no means complete and I [illegible]e the following four suggestions:

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[Mr. Kainikkara M. Padmanabhan Pillai.]

(1) The new middle schools and high schools should not be called English Middle Schools and English High Schools, but they should be called purely Middle Schools and High Schools.

(2) The existing Vernacular Middle Schools, which wish to convert themselves into the reformed Middle Schools and can do so successfully, should be given the opportunity to make the change, provided, of course, the needs of the locality justify it.

(3) Vernacular must be the medium of instruction in all classes of the High Schools also. The Committee seem to be in favour of it. But they have left it to the choice of the managements and the Head Masters. Now, as the Committee themselves admit, the management and the Head Masters are not even now following the instructions of the Department to use Vernacular as the medium of instruction up to Form II. It does not require very great imagination to see that these veritable Anglicans who would disobey the departmental instructions and administer all subjects in indigestible doses of English to the tenderest children, would not stoop to disgrace themselves by talking in the mother tongue to the pupils of the highest classes.

(4) Fourthly, if the Committee is particular that the public examination should be at the end of the IV Form, I would insist that the middle schools also should end with the IV Form. I want to see that the public examination comes at the end of the actual middle schools and not at the end of an imaginary middle school course. My reason is simple, namely, that otherwise it would leave the middle schools in their present state of irresponsibility. The Committee rightly bewails the fall in the standard of the E. S. L. C. Examination. But the evil has its beginning in the primary schools and its growth in the middle schools. I do not deny the fact that we, the High school teachers, coming as we do at the top of their sleeping heirarchy, have our own share of irresponsibility. But we have the nightmare of a public examination to disturb us in our sleep. The middle schools have no such bogy and the only means of instilling some responsibility into them is to institute a public examination at the end of the middle school course.

I must say one word about managements, because it has an important place in the education of this country. I have read that part of the Report very carefully and I may say that with an amount of self-satisfaction, for it contains every word that I spoke on the topic in the last session; but I have failed to see any effective remedy proposed by the Committee. I would propose the following remedies.

(1) The present procedure of the Government making a contribution to the management and allowing the manager to use it, not to use it or to abuse it must be stopped. The order must be reversed and the manager must be asked to pay his contribution into the treasury and the salary should be disbursed from the treasury. (*Hear, hear.*)

(2) Secondly, the present rule to punish a management committing fraud must be explicitly extended to the teachers also who part in it. (*Hear, hear.*)

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(3) Thirdly, clause 6 of the draft agreement between the management and the teacher, enabling the manager to dispense with the services of the teacher for no cause, should be deleted.

(4) Fourthly, immediate steps should be taken to organise an All Travancore Aided Teachers' Association recognised and patronised by Government.

(5) Fifthly, sectarian and individual managements must be discouraged. About sectarian management I wish to say a word. Of course, the Assembly will not mistake me in what I say, for I myself belong—

MR. K. PADMANABHAN (*Chirayinkil I*): May I know whether the member is not an employee in a private school?

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): I have got more schools under me than—

DEPUTY PRESIDENT: Mr. Padmanabhan's question does not seem to be necessary, nor the answer to it.

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): Sir, I was saying that I myself belong to a sectarian management. But to me they are at best only necessary evils and should not be encouraged. I have to make only two more observations. I would like to see that Hindi is made a compulsory subject in the middle schools and an optional subject in the high schools. I also wish that the number of holidays be reduced and a practical scheme be made for spending the vacations usefully.

MR. J. M. JOSEPH (*Nominated*): I have a word of praise for the very able and bold Report which the Educational Reforms Committee has brought out and in my opinion, it is a very thorough, impartial and penetrating survey of the present education that is carried on in the State. The defects in the system have been mercilessly exposed and whether it is Government, or the Education Department, or the private management, they have all come in for strictures at the hands of the Committee. Nothing has escaped the argus eye of Mr. Statham and his colleagues; and I think, Sir, that this Report puts forward a well-balanced, complete scheme and I do not know whether we can afford to tinker with it as we like. Also I am sure that, even if at least the major recommendations are accepted and are given effect to, we shall turn a new page and begin a new chapter in the history of education in the State.

MR. S. J. NAIR (*Nedumangad*): May I know from the member whether he is the Headmaster of any school?

DEPUTY PRESIDENT: That does not arise.

MR. J. M. JOSEPH (*Nominated*): I admit, Sir, as the Committee itself does, that these changes must be gradually introduced and all reforms must keep a very slow and steady pace.

Coming to vocational schools, Sir, I am sorry, I have got my own misgivings. For, once I was sent, by the management of the school to which I belong, to Madura to attend 15 days' lectures on the Moga

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[Mr. J. M. Joseph.]

system and then come back and explain to members of the staff and others in conference, whether it was practicable to give effect to it and teach it in Travancore with profit and success. But I found, and others interested in it also found, member after member, even including responsible people of standing in the educational service, opposing the idea saying that the villagers would look upon it as a ruse to suppress certain sections of the people to deprive them of the benefits of English education and relegate them for ever to the position of hewers of wood and drawers of water, while others would continue to enjoy the benefits of the English education which has given people a position in life and a standing in society, and all the rest of it. That sort of mistrust and suspicion is existing even now in the minds of the people, especially, the villagers. We have therefore to carry them along with us in the new scheme and take them into our confidence.

Besides, I have got other difficulties. I am sorry I have no time to elaborate all those difficulties. But I am afraid that by means of this vocational bias, though it is conceived in the best of intentions as a remedy for removing the evils arising from the present purely literary type of education, they are not going to achieve the success they are expected to, considering the present outlook of the people and the craze for English education, the craze for Government service and the craze also for monthly salaries. When these vocational bias schools bring out their products, I do not know where is the market for their articles and whether these lads can compete with the skilled artisans.

Coming to the aided managements, Sir, I want to say that they came under heavy fire from the non-official guns of this House. Mr. Statham himself, the other day, I was sorry to note, stated that some private managements were guilty in certain things. That may be. In that case I suggest that such managements should be detected and exposed and severely warned. I would even suggest that the names of such managements must be published in the Gazette so that other managements might take warning and conduct themselves properly. I hope these criticisms will open the eyes of the aided managements and do them good so that they might in a more sacred manner carry on the functions that they have taken upon themselves to discharge in the interests of the State.

Now a word about religious instruction, Sir.

DEPUTY PRESIDENT: Your time is up.

MR. R. SAMBASIVA AIYAR (*Kunnatnad II*): Sir, the Report is a very refreshing document both in language and in ideas and I gladly join in congratulating the authors thereof along with the other speakers. The recommendations regarding the reorganisation of the Inspectorate, the extension of primary education to five years, vernacular education and vocational bias schools and technical education, are particularly commendable. The last chapter, giving the suggestions for the cure of unemployment in the State, is really laudable. The Census Commissioner's observation is quoted therein that --

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"Generally speaking, it may be said that unemployment increases with the increase in literacy."

This, we thought, was a fact which we could not escape. In fact, we had all come to believe that, with the increase in literacy, unemployment would only increase, whereas now we have the assuring hope that after all education need not necessarily lead to unemployment.

One word about religious education which Mr. Joseph desired to deal with, but could not, due to want of time.

DEPUTY PRESIDENT: That is irrelevant.

MR. R. SAMBASIVA AIYAR (*Kunnatnad II*): My own view about it is that the view advocated in the Report, with some modification, could be accepted.

The complete stopping of religious education, as advocated by certain members of this Assembly, is, in my opinion, wrong. As a matter of fact, there are so many aided institutions in this State where religion is being taught. To tell them now "Do not do it any longer" would create a storm of protest and probably a boycott of the schools. That is the public feeling in the country. I touch upon only the practical aspect of it. The fact is that it is not possible for the State at this juncture to stop teaching religion. But I object to that portion of the proposal in the Report, where it is stated that, with the consent of the parents, children of one community could be taught the religion of another community, by teachers of the latter community. Under no circumstances should the children belonging to one religious faith be taught a different religion in the aided schools That might lead to grave abuses. The consent of the parents may be obtained by making it a condition precedent to the admission of the pupil. By indirect influence, the child might then be proselytised and that may give rise to further complications.

Then, about married women, I believe the recommendations in the Report are the right recommendations. There are so many unemployed unmarried women in the State, and in any event they ought to be preferred to married women. I would only suggest that the divorced and the widowed ladies may be classed as unmarried women for purposes of appointments.

As regards the recommendations in the Report suggesting that Government primary schools may be gradually handed over to private agenies, I cannot agree with them. Government should not initiate a policy that these schools should be left to private managements. On the other hand, it must be the policy of Government to keep primary education always in its own hands. The suggestion that was made by certain members of the Assembly that denominational managements might probably be not competent to conduct these institutions on non-commercial lines, if they are handed over to them, is not unfounded and I agree with the suggestions that were made by Mr. Changanachery Parameswaran Pillai and the other members that those institutions should always be in the hands of the Government.

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MR. G. NILAKANTAN (*Nominated*): Sir, I heartily congratulate the Government for having appointed the Educational Reforms Committee and I also congratulate Mr. Statham for the lucid statement he has made in presenting the Report. I will touch upon certain aspects of the Report. Mr. Statham in his speech is rather diffident about the starting of the technological college in the near future. When I read the Report, I was so very glad of the recommendation, but his fear that it will take time for its introduction is disappointing. I beg to submit that it may be quite easily possible, if a modest beginning is made at the start. We have got in Trivandrum, P. W. D. Workshops, Industrial School of Arts, the Sri Mulam Technical Institute, and the Chemical branch of the Industrial Department. All these may be brought under one Director and a modest beginning may be made, not only for research and teaching work being carrid on, but more importantly for manufacture and distribution. A great many industries which are suited to the needs of the country can be carried on. Then again, with regard to the proposal to abolish stipends in the lower grade technical school, I am afraid, it is rather a very retrograde policy. These are given to the members of communities who follow their hereditary profession. They will never be able to get a scientific knowledge of their avocation, if the inducement given as stipends is withdrawn. If the stipends are abolished, I am sure all these schools will be deserted, especially by the students from the weaver and the carpenter classes. As a matter of fact, what the Government should aim at is to give some scientific training to children of the professional class and not to give a smattering of the profession to the literary class. The recommendation made will, I think, lead to unsatisfactory results.

I certainly welcome vocational bias schools. It is feared by some that the introduction of these bias schools will adversely affect the general education of the backward classes. But as Mr. Statham assures that particular attention will be devoted for the education of backward classes, I think that they need not fear that the system of introduction of bias schools will be an obstacle to the advancement of the literary education.

MR. A. EASWARA PILLAI (*Kottarakara*): Sir, I wish to make one or two observations in regard to vernacular education and technical education in the State. The Committee recognises the importance of imparting instruction in vernacular, but their proposals are not at all conducive to the progress of vernacular education in the State. Their proposals are rather retarding and retrograde. Vernacular education practically stops with primary classes; and to mitigate the evil the Committee suggests that Malayalam shall be the medium of instruction in English schools. I object to that proposal on two grounds; firstly, according to the Committee the choice of the language for the medium of instruction is left to the managers of these schools who may naturally prefer the English language; and secondly, I object to the proposal on the ground that access to English schools is denied to many of our children. Nearly 80 per cent. of our school going children are not able to go to English schools. So a

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vast majority of our people are poor, only rich men can afford to send their children to English schools. My learned friend Mr. Kainikkara Padmanabha Pillai suggested that Malayalam schools may be amalgamated with English schools. I cannot agree with that proposal. My suggestion is that classes I to IX in the Vernacular schools may be retained and English may be taught as a compulsory subject from classes VI to IX, and classes from 1st Form to 4th Form may be abolished in English schools and candidates passing from the IX class public examination should be admitted in the 5th Form. 5th and 6th Forms may be considered as pre-University classes. In these classes, English may be the medium of instruction, and Malayalam may be taught as compulsory subject. The advantage of my suggestion is that the Government can save considerable amount by reducing classes from 1st Form to 4th Form in English schools. People may also be benefited by the reduction of school fees. In regard to techuical education, I wish to make one or two suggestions. I am not in favour of any vocational bias classes in Vernacular schools. I may suggest that technical schools may be started in suitable centres after a preliminary survey and in those schools practical instruction in technology, agriculture and industry may be imparted,

MR. A. EASWARA PILLAI (*Kalkulam II*): Sir, I congratulate the authors of the Report for the speedy preparation of the illuminating Report. Apart from a few inconsistencies, the reforms suggested by the authors are sound. The endeavour on their part to entrust the education of the masses of the benign Government of His Highness the Maharaja of Travancore to private agencies, I daresay, is detrimental to the advanced literacy of the State. The authors are aware of the mismanagement of the private agencies and yet I wonder why they recommend such a course. Thus the undue importance given to private management, the appropriation of Devaswom funds, the levy of an educational cess and negligence shown to Vernacular education are some of the salient features against which public feeling is aroused. I hope that due weight will be given to public sentiments.

MR. M. N. NAIR (*Kottayam I*): Sir, I am very sorry that the time which was of no consequence some days back has become very precious today.

DEPUTY PRESIDENT: You must withdraw the statement. Time was always of consequence.

MR. M. N. NAIR (*Kottayam I*): If the President takes objection to the statement, I may say I am only expressing my sorrow. I will apologise if it is objectionable. Sir, my friends may know that I also was once a Vernacular school teacher. It was only 13 years back. Therefore I know all the agony of our seventh class and eighth class students more than many of our friends on this side of the House. Therefore I consider the idea of vocational bias schools one of the most useful suggestions in the Beport. I was a teacher 13 years ago and even today many of my students who are helpless and who are not able to find employment either in Government schools or aided schools are hanging after me crying

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[Mr .M. N. Nair..]

for employment. Therefore the vocational bias schools will do them some good at least in that respect. About the fees, some members are afraid that the fees will be greater in vocational bias schools. But in the Report it is said that a portion of the fees may be given from the produce of their work in the vocational bias schools. If that may be accomplished, it will do great service to the students. My only difficulty with regard to vocational bias schools and the secondary schools up to the third form has been expressed by my friend Mr. Padmanabha Pillai also. There is a proposal that the students who pass the eighth class may be admitted in the English schools and the students who pass the public examination at the end of 4th Form may be admitted in the vocational bias schools also. Then I do not see the necessity of keeping classes from the Preparatory to the 4th Form, at least even to the 3rd Form. Therefore it is that I said that the schools may be taken away. That will be giving some sort of relief in pecuniary matters also. I am in agreement with almost all the proposals in th Report although I have got my difference of opinion about some them. Since I have no time to speak in detail about my agreemen and the difference, I shall be satisfied in congratulating the committee and I consider its Report a most valuable record. We are not to be afraid of the financial demands proposed in the Committee's Report. We cannot expect to do anything if we are afraid so much about the financial demands. In some part of the Report, recommendations have been made to reduce the expenditure, to hand over the schools to private agencies, or to levy some cess. If we are not going to support either of these, I do not know where we can find money for any reform to be brought in our educational system. The most pressing problem in Travancore how to help the educated unemployment or rather educated helplessness. I think the Report has given a very good solution for this problem. They have recommended diversions, technical schools, vocational bias schools; and they have even restricted higher education.

MR. T. T. KESAVAN SASTRI (*Nominated*) :ഖണ്ഡനമണ്ഡനങ്ങൾക്ക് അധീനമായ പരിഷ്ക്കരിച്ചവിദ്യാഭ്യാസപദ്ധതിയിൽ രേഖപ്പെടുത്തിയിട്ടുള്ള അവശ്യസമുദായങ്ങളുടെ പ്രത്യേകവിദ്യാഭ്യാസത്തെ സംബന്ധിച്ചാണ് എനിക്ക് ചില കാര്യങ്ങൾ പ്രസ്താവിക്കുവാനുള്ളത്. രാജ്യത്തിന്റെ ഉൽക്കടമായ ഉൽക്കർഷം വിദ്യാഭ്യാസത്തെയാണ് ആശ്രയിച്ചിരിക്കുന്നത്. വിദ്യാഭ്യാസം സിദ്ധിക്കാത്ത സമുദായങ്ങൾ മൈനംദിനം ക്ഷയോന്മുഖമായിട്ടാണ പര്യവസാനിക്കുന്നത്. പത്തുലക്ഷത്തോളം വരുന്ന ഈ രാജ്യത്തെ അധഃകൃതവർഗ്ഗക്കാർ വിദ്യാഭ്യാസവിഷയത്തിൽ ഇതര കാര്യങ്ങളിലെന്നോണം അന്യസമുദായങ്ങളെ അപേക്ഷിച്ച് ഇന്നും കേവലം പിന്നോക്കമായിട്ടാണ് സ്ഥിതിചെയ്യുന്നത്. പ്രസ്തുതസമുദായ

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ത്തിനു വിദ്യാഭ്യാസസൌകര്യം ലബ്ധമായതു തന്നെ ഒരു പുരോഗമിച്ച കാലഘട്ടത്തിനിപ്പുറമാണ്. ഗവണ്മെൻറിൻെറ സാഹായ്യങ്ങൾകൊണ്ടു ഈ രാജ്യത്തിലെ അവശസമുദായങ്ങൾ ഇപ്പോൾസാമാന്യവിദ്യാഭ്യാസത്തിൽ എത്താണ്ടു മുന്നണിയിൽ വരാൻ തുടങ്ങിയതേയുള്ളൂ. സ്ഥാനാം കമ്മറി റിപ്പോർട്ടിൽ അവശസമുദായങ്ങൾക്ക് വിദ്യാഭ്യാസത്തിൻെറ അവശ്യാവശ്യകത സവിശദം രേഖപ്പെടുത്തിയിട്ടുള്ള അദ്ധ്യായം പ്രത്യേകം അനുമോദനാർഹമാണെന്നാണെൻെറ അഭിപ്രായം. എങ്കിലും അധഃകൃതരുടെ അവശതയ്ക്കനുകൂലമായി വിദ്യാഭ്യാസവിഷയത്തിൽ പ്രോത്സാഹിപ്പിക്കുന്നതിലേക്കു വേണ്ടതുപദേശങ്ങളും പല സംഗതികളും പ്രസ്തുതറിപ്പോർട്ടിൽ വന്നിട്ടില്ല. ഇപ്പോഴത്തേക്കാൾ കൂടുതൽ സൌകര്യം പ്രസ്തുതസമുദായത്തിനു ലഭിക്കാൻ നിർദ്ദേശങ്ങളും ആനുകൂല്യങ്ങളും ഉണ്ടെങ്കിൽ മാത്രമേ ക്രമേണ അവർ ഇതരസമുദായങ്ങൾക്കൊപ്പം ഉന്നതിയിൽ വരികയുള്ളൂ. കൊച്ചി, മൈസൂർ, മുതലായ രാജ്യങ്ങളിൽ അധഃകൃതരുടെ വിദ്യാഭ്യാസവിഷയത്തിൽ ഗണ്യങ്ങളായ പലസൌകര്യങ്ങളും ചെയ്തുവരുന്നുണ്ടു്. സ്കോളർഷിപ്പുകൊടുത്തും ആഹാരംകൊടുത്തും മറു പലവിധത്തിലും അധഃകൃതരെ ഈ വിഷയത്തിൽ പ്രോൽസാഹിപ്പിച്ചുവരുന്നു. ഈ രാജ്യത്തിൽ അങ്ങനെയുള്ള സഹായസഹകരണങ്ങൾ വളരെ പിന്നോക്കത്തിലാണ് ഇരിക്കുന്നതു്. പരിഷ്കരിച്ചവിദ്യാഭ്യാസപദ്ധതി നടപ്പിലാകുമ്പോഴെങ്കിലും അവരുടെ ആവശ്യങ്ങൾ യഥാക്രമം നിവ്വഹിച്ചുകൊടുക്കുമെന്നു് സമാധാനപ്പെടുന്നു. അവശസമുദായങ്ങളിൽ സാമാന്യവിദ്യാഭ്യാസവും പരീക്ഷായോഗ്യതയും ഉള്ളവർക്ക് ഉദ്യോഗങ്ങൾ കൊടുത്തു് അവരെ പ്രോത്സാഹിപ്പിക്കുന്നതായാൽ മറുള്ളവർക്കും വിദ്യാഭ്യാസവിഷയത്തിൽ ഉത്സാഹം ഉണ്ടാകുന്നതാണു്. ഇതിൽ അധികാരികൾ പ്രത്യേകം ശ്രദ്ധിക്കേണ്ടതാണു്.

ഈ രാജ്യത്തെ മലയാളം സ്കൂൾ അദ്ധ്യാപകന്മാർ പരിഷ്കരിക്കുന്നവിദ്യാഭ്യാസ പദ്ധതി അനുസരിച്ചു അവരുടെ ശമ്പളത്തിൽ എന്തെങ്കിലും പ്രോൽസാഹനംലഭിക്കുമെന്നു് ആകാംക്ഷയോടുകൂടി കാത്തിരുന്നു. എന്നാൽ റിപ്പോർട്ടു വെളിയിൽ വന്നപ്പോൾ ഇരാശാഭംഗമാണു് അവർക്കു് ഈ വിഷയത്തിൽ ഉണ്ടായിട്ടുള്ളതു്. ആ സംഗതി നിവ്വഹിച്ചുകൊടുക്കുന്നതിനു്. ഡിപ്പാർട്ടുമെൻറു് മേലധികാരികൾ ശ്രദ്ധിക്കേണ്ടതാണു്.

സംസ്കൃതസ്കൂളുകളെസംസ്കൃതാഭിമുഖ്യമുള്ള ഇംഗ്ലീഷു് മിഡിൽ സ്കൂളാക്കി പുനഃസംഘടനചെയ്യണമെന്നു് കമ്മിറി ശുപാർശചെയ്തിട്ടുണ്ടു്.

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[Mr. T. T. Kesavan Sastri.]

ഈ അഭിപ്രായം സ്വീകാര്യമെന്നഭിപ്രായമില്ല. മഹാരാജാവുതിരുമനസ്സി ലെ പ്രത്യേകസഹായത്തോടുകൂടി ഭാരതത്തിന്റെ അതീതമായ ഐശ്വര്യത്തിനും മാതൃഭാഷയുടെ നിലനില്പിനുംവേണ്ടിസാരമായി സഹായിച്ചു പോരുന്ന സംസ്കൃതഭാഷയുടെഅഭിവൃദ്ധിക്ക് ഈ നിർദ്ദേശം വിഘാതമാ വുമാനിടയുണ്ട്. ഭാഷാഭിവൃദ്ധിയെ പുരസ്കരിച്ചുള്ളഅഭിപ്രായമാദരണീയ വുമാണ്. സ്വതന്ത്രമായ സംസ്കൃതഭാഷാപോഷണമാണാവശ്യം.

MR. K. C. KARUNAKARAN (*Nominated*): Sir, my friends have referred *ad nauseum* to the recommendations of the Education Reforms Committee, as also the future educational policy of the State. But, to me, Sir, it seems all the previous speakers, including Mr. Statham himself, have left out one important aspect of education, *viz.*, the provision for imparting higher commercial education in the State. I have carefully read through the Report, especially the chapter on Technical and Professional education; and I painfully failed to see any practical suggestion for the improvement and development of commercial education in the State. On pages 235 and 236 of the Report, I find just nine lines devoted to the Government School of Commerce at Alleppey; and there the subjects taught are typewriting, shorthand, bookeeping and some other minor subjects. The Report has nothing further to say on this very important matter. On several occasions, I have been urging upon the attention of Government the need for improving and developing the Alleppey School of Commerce, on more useful lines and for introducing in that school more important industrial and commercial subjects. The Banking Enquiry Committee recommended the shifting of that school from Alleppey to Trivandrum with the object of getting the co-operation of the Arts and Law Colleges here for introducing in that school higher commercial subjects like commercial law and higher courses of study like the Government Diploma in Accountancy. As it is, this school at Alleppey produces a type of young men, who can hardly be expected to fill up responsible posts in big commercial concerns or to contribute anything substantial towards the commercial and industrial advancement of the country. Sir, is it the idea of the authors that commercial education consists in the mere imparting of lessons in typewriting, shorthand and book-keeping? I am afraid the authors of this Report, in their over-enthusiasm for other matters, have overlooked the importance of the more useful industrial and commercial education, a close study of which plays a very important part in the economic reconstruction of any country to-day. Sir, I beg to point out that the purpose and function of commercial education is to make business intellectually interesting and, by so doing, to help the young man and woman to carry on an alert, acute and analytical mind through the dull years of necessary subordination to details. May I ask what contribution the Report has made towards this end? Sir, it has been observed by eminent men that the net result of the educational policy in India for the last many years has been to produce, year after year, many a

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and many a quill-driver. I ask seriously whether we can follow the authors of this Report and stop merely with having a handful of young men and women trained in shorthand, typewriting and ledger-keeping, to develop and look after our industry and trade, leaving other more useful commercial subjects to be taught in advanced countries like England. I do not think, Sir, that this House can be a party to this. Sir, we want a system of commercial education, where our young men and women could be taught in the science of business organisation and administration as has been taught to the American and English boys and girls by men like Sir William Ashley. We want a system of commercial education where scientific management of business could be taught to our young men and women as have been taught to American boys and girls by men like Taylor and Emerson. We want our young men and women to be given an intelligent interpretation of the science of Accountancy as is being interpreted to English boys and girls by men like Dicksee, Fieldhouse and Martineau. We want a system of commercial education, where our young men and women could be taught in the science of internal and external transportation, as has been taught to English boys and girls by men like Acworth, Kirkaldy and Evans.

DEPUTY PRESIDENT: Time.

MR. K. C. KARUNAKARAN (*Nominated*): I have almost finished, Sir. We want our young men and women to be given training in the cottage and factory industries of the State. Above all, they must be initiated into the mysteries of international trade and finance.

If provision is made in our educational system for the proper teaching of these subjects, I am confident Sir, that this will create in the minds of our young men and women that intellectual interest in business, the practical application of which will go a long way for the betterment of the economical condition of our people and the State.

A word about the technological colleges proposed by the Report.

DEPUTY PRESIDENT: Your time is up.

MR. K. C KARUNAKARAN (*Nominated*): Just one word, Sir,

DEPUTY PRESIDENT: I am sorry.

MR. K. R. ELENKATH (*Kalkulam I*): I must begin by congratulating the authors of the Report for their valuable recommendations; but that does not mean that this House should accept all that is stated in the Report. I shall now proceed to deal with some of the important or major recommendations of the Committee.

The proposal to make the Director also the Education Secretary deserves condemnation. The arguments put forward by the Committee are not convincing. They say that the touch between the Director and the Dewan is not very close and that there is slackness in the Secretariat, as the Chief Secretary is over-burdened.

DEPUTY PRESIDENT: That point has been adverted to by many members. Why do you repeat it?

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MR K. R. ELENKATH (*Kalkulam I*): I need only say that the difficulty pointed out by the Committee will be solved only by the Dewan being made the Chief Secretary also and by all the Heads of Departments being made also Secretaries to Government. Huzur should always be centralised. Without centralisation, there cannot be a strong Government.

With regard to the suggestion about the Devaswom funds, I need not say anything at all; because, the Committee's recommendation has been opposed unanimously.

With regard to the private institutions, I may say in reply to the suggestion put forward by Mr. Padmanabha Pillai, that, however much we may try, it will not be possible to prevent fraud. Mr. Padmanabha Pillai suggested that contributions by the managements must be asked to be paid into the treasuries, so that the aided school teachers may draw the Government grant and the management's contribution from the treasury direct. But, as long as there are unemployed teachers in such large numbers, I daresay people will even pay into the treasury the management's contribution from their own pockets. There can be no effective control in this matter until and unless the Director gets the power to appoint these aided school teachers also. And, if that power is vested with the Director, then we can more or less say that the death-knell of private institutions has been sounded. It is always better that we do not make rules which are likely to be broken. To make a rule and to allow it to be broken is always bad policy.

If the grant is to be paid, the only thing to be considered is the number of boys in the school and a sum of money proportionate to this number should be allotted. To try to prevent fraud is always a mistake.

One word in regard to retrenchment. Mr. Statham has suggested that education cess should be levied and the fees for the Fourth Form and the pre-University classes should be raised. I am against all these proposals. I think Mr. M. N. Nair asked, "In case you want money why not suggest retrenchment of the pay of the staff?" On the floor of this House in 1097, the then Director of Public Instruction, Mr. Hodgson, said that in this department a certain amount of satisfaction and sacrifice is required on the part of those who come to serve. Sir, there are in other colleges many professors who serve most efficiently, drawing only Rs. 200.

There was much talk about morals, religion and all that. I say that it is the personnel of the teaching staff and the inspecting staff that counts for these moral and religious studies.

MR. K. MADHAVAN (*Nominated*): Sir, Mr. Statham has to be praised for the very valuable Report he has placed before us. It is valuable in the sense that the reforms proposed by him, if given effect to, will solve certain social and economic problems which vex even politicians.

What I beg to submit in regard to the Report is about the education of the depressed classes and other backward communities. It is

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stated in the report that nearly 75 per cent. of the depressed classes go without any education at all. It is a sorrowful fact that only 15 are reading in Form VI. Of course, Mr. Statham has in a laconic manner disposed of the communities like the Ezhavas, the Nadars and similarly situated communities. But, all the same, he says that concessions have to be shown to these communities also.

With regard to the question of the introduction of compulsory education in Travancore, I submit that the Government should take prompt and immediate steps in that direction. This is especially so when we consider the education of the depressed classes. The Government have been following a benevolent policy in that direction during the last fifteen years, but all the same the result is abnormally poor. Again, the literacy figure among other communities, according to Mr. Statham, is nearly 50 per cent. Mr. Statham points out many glaring defects and difficulties under which the depressed classes are suffering. Of course, much weight could be given to his argument, but I think that the two fundamental causes are those shown below, *viz.*, the so-called depressed classes communities do not possess a literary home and they do not possess a literary surrounding. These two considerations, above all, stand in the way of a proper promulgation of literacy among the depressed classes. According to Mr. Statham, the depressed classes number 6,70,000 and it is regrettable to note that a considerable portion of His Highness the Maha Raja's subjects are put to so many difficulties in regard to literacy. I would also point out that the solution offered by Mr. Statham is not so very effective as, at first sight, it would appear to be. He says that they should be given noon-day meals and shown other concessions. But what I beg to submit before this House is that, unless and until compulsory education is introduced in the State, it is very difficult to find a permanent literacy. Mr. Statham says that there are ever so many difficulties in the way.

DEPUTY PRESIDENT: Your time is up.

MR. POTTAYIL S. KRISHNA PANICKAR (*Shertallai II*): I too, am inclined to congratulate the Education Reforms Committee for the valuable report they have submitted in so short a period, and I am sure that none will disagree with me when I say that the Report contains very valuable and thought-provoking recommendations. I am sure the Committee had the best interests of the country at heart when they made these recommendations, even though we may not be in a position to see eye to eye with many of the recommendations contained in the Report. Among those recommendations which seem objectionable to me, I wish to lay emphasis on two and in regard to others, I would express my general agreement with the views expressed by the members of my party.

DEPUTY PRESIDENT: Who are they?

MR. POTTAYIL S. KRISHNA PANICKAR (*Shertala II*): The members of this block.

DEPUTY PRESIDENT: You must say definitely who they are.

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MR. POTTAYIL S. KRISHNA PANICKAR (*Shertala II*) : The Nationalist party. Regarding the recommendation for the reorganisation of the Inspectorate, I would submit that, instead of creating so many grades of Inspectors, it is better to have Inspectors of one or two grades. By that, I mean to say that the post of these Assistant Divisional Inspectors may be abolished, and if found necessary, one more Divisional Inspector's place might be created. That will be conducive to more speedy transaction of business, better management, better control and better discipline.

DEPUTY PRESIDENT : As you have finished, I got up. Please sit down.

With the kind approval of the House, I may exercise some discretion in calling upon members to speak. I have been noticing during the last half an hour that a number of members have been getting up and I am able to remember to a very great extent who stood up first and so forth. But without strict adherence and substantially following the order which I have noted, I will call upon certain members, leaving it to others certainly the option to rise up later on. I will now ask Mr. V. T. Chacko to speak.

MR. V. T. CHACKO (*Muvattupuzha I*) : Sir,—

MR. EDAVANATT S. PADMANABHA MENON (*Shertala I*) : I would like to address only one sentence.

DEPUTY PRESIDENT : You are now out of order, since I have called upon Mr. V. T. Chacko to speak and he is in possession of th House.

MR. V. T. CHACKO (*Muvattupuzha I*) : Sir, the Report of the Education Reforms Committee is no doubt an epoch-making record. It is fraught with the most vital consequences for the future education in Travancore. We have been spending half a crore on education. But the machinery which directs and controls this expenditure appears to be in a very ricketty condition. Mr. Statham has made some proposals for improving this machinery of control. There may be a difference of opinion as to these proposals, for example, as to the appointment of the Deputy Director of Public Instruction and as to the closing of the Education Section of the Secretariat. The Report has pointed out that much of the delay and vacillation in matters of policy and inefficiency has been due to the present system. Under the present arrangement, many matters of policy are allowed to slumber in the pigeon-holes of the Secretariat for several years together. It has to be remembered that Mr. Statham will be here only for a short period and that he should be given every facility for implementing his recommendations. I believe we are all agreed that the present system of education is far from satisfactory and that it should be reformed and re-organised very quickly and very effectively. If it is so, the new arrangement proposed by Mr. Statham may be given a fair trial. I have no objection to its being tried as a temporary measure, say, for four or five years, until the present system is reformed and reorganised more or less on the lines of the recommendations in the Report.

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I am greatly impressed by the recommendations of the Statham Report on mass education. As the Right Honourable V. S. Srinivasa Sastry observed the other day, "this subject of mass education goes to the very root of our future. Our work in the political or economic sphere can bear no lasting fruit, until we have laid primary education on a solid and durable basis." The Statham Report has realised the intimate connection between the welfare of the State and the preparation of the young citizen for his responsibility. It is time that we followed the example of all advanced countries and reorganised our primary education on the basis of effective State control and at the same time created local bodies and invested them with the power of managing and administering our elementary schools.

It is a matter for congratulation that the report has laid sufficient stress on physical education, the importance of residential life for schools and colleges, compulsory medical inspection of pupils and on the pay, prospects and tenure of service of teachers in aided schools. The recommendations on these topics, I hope and trust, will receive due consideration at the hands of Government and also the full co-operation of the managements of private schools.

MR. E. K. KUNJURAMAN (*Nominated*): സ്ഥാത്താംകമ്മറിറിപ്പോർട്ടിന്റെ ഗുണപരവും ദോഷപരവുമായ സംഗതികളെപ്പററി എന്റെ മുൻഗാമികളിൽ പലരും നിർദ്ദേശിച്ചു കഴിഞ്ഞിരിക്കുന്ന സ്ഥിതിക്കു പ്രധാനപ്പെട്ട ചില സംഗതികളെപ്പററിമാത്രമെ ഞാൻ പറയണമെന്നു വിചാരിക്കുന്നുള്ളു. തിരുവിതാംകൂർമഹാരാജാവു തിരുമനസ്സുകൊണ്ടു മലയാളഭാഷയെ മാതൃഭാഷയായി അംഗീകരിച്ചിരിക്കുകയാണു്. ഈ റിപ്പോർട്ടിൽ മലയാളഭാഷാവിദ്യാഭ്യാസത്തിന്റെ നില ശോച്യമായ അവസ്ഥയിലാണിരിക്കുന്നതു്. മലയാളഭാഷാഭ്യാസം പ്രൈമറിസ്കൂളുകളിൽ മാത്രമാണു നടന്നുവരുന്നതു്. ഫ ഠ ന ലെ കണക്കനുസരിച്ചു ൧൬,൦൦൦ വിദ്യാർത്ഥികൾ നാലാംക്ലാസ്സിൽ പഠിച്ചിരുന്നു. നമ്മ,൦൦൦ വിദ്യാർത്ഥികളാണു അഞ്ചാംക്ലാസിൽ വന്നിട്ടുള്ളതു്. ഇത്ര ഭീമമായി അഞ്ചാംക്ലാസ്സിൽ വന്നപ്പോൾ കുറഞ്ഞുപോയതു അഞ്ചാംക്ലാസിൽ ഫീസുള്ളതുകൊണ്ടുമാത്രമാണു്. നാലാംക്ലാസിലെ അഭ്യസനംകൊണ്ടു പ്രൈമറിവിദ്യാഭ്യാസംപോലും ഉണ്ടാകുന്നില്ല എന്നുകണ്ടിട്ടാണു് അഞ്ചാംക്ലാസിൽ വന്നു ചേരുന്നതു്. ഈ ക്ലാസ്സിലും പൂർണ്ണമായ മലയാളം ഇല്ല. ഈ അഞ്ചാംക്ലാസ്സിൽ ഇംഗ്ലീഷ് പ്രൈമറിക്ലാസ്സ് ഏർപ്പെടുത്തുന്നതായാൽ മലയാളംപഠിക്കുന്ന വിദ്യാർത്ഥികൾക്കു മലയാളവും ഇംഗ്ലീഷും അവിടെനിന്നു ശരിയായി കിട്ടുന്നില്ല. അതുകൊണ്ടു മലയാളം മിഡിൽസ്കൂളിനെ ഹൈസ്കൂൾ ആക്കണമെന്നു റിപ്പോർട്ടിൽ പ്രസ്താവിച്ചിരിക്കുന്നതിനോടു ഞാൻ അഭിപ്രായം യോജിക്കുന്നില്ല. അതുപോലെ സംസ്കൃതത്തിനും മല

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[Mr. E. K. Kunjuraman.]

യാളത്തിനും വേണ്ടി പ്രൈമറിസ്കൂൾ ഏർപ്പെടുത്തണമെന്നു പറയുന്നു. അതുകൊണ്ടു ഉയന്തരം മലയാളവിദ്യാഭ്യാസത്തിനും താഴ്ന്നതരം സംസ്കൃതവിദ്യാഭ്യാസത്തിനും അവിടെ സൌകര്യം ഇല്ലാതിരിക്കുന്നു. സംസ്കൃതകാളേജിനെ മദ്രാസ് യൂണിവേഴ്സിറ്റിയോടു സംഘടിപ്പിക്കണമെന്നു റിപ്പോർട്ടിൽ പറയുന്നു. അതിനുള്ള എൻട്രൻസ് പരീക്ഷയ്ക്കു വളരെ പ്രാധാന്യമുള്ളതും പലവിഷയങ്ങളും പഠിച്ചുതീർക്കേണ്ടതും ഉണ്ട്. ഹൈസ്കൂളിൽ ആറാംക്ലാസും ശാസ്ത്രിപരീക്ഷയും പാസ്സാകുന്ന വിദ്യാർത്ഥി ഒരുവർഷത്തെ കോഴ്സുകഴിഞ്ഞാണു എൻട്രൻസ്പരീക്ഷയ്ക്കു ചേരുന്നതു്.

MR. M. K. MADHAVAN PILLAI (*Karunagapalli*): ഗൌരവതരവും ഇഴ്തരവും ആയ ഒരു റിപ്പോർട്ടു സമർപ്പിച്ചിരിക്കുന്ന കമ്മറിക്കു ഞാൻ നന്ദിപറഞ്ഞുകൊള്ളുന്നു. ഈ റിപ്പോർട്ടിന്റെ അധികം ഭാഗവും പ്രായോഗികമാക്കിത്തീർക്കുന്നതിനു വിഷമം ഉണ്ടെന്നുള്ള മറ്റു മെമ്പറന്മാരുടെ അഭിപ്രായത്തോടുകൂടി ഞാനും പൂർണ്ണമായി യോജിക്കുന്നു. ഈ രാജ്യത്തിൽ വിദ്യാഭ്യാസഡയറക്ടർ ആയിരിക്കേണ്ടതു നാട്ടുഭാഷാപരിചയം ഉള്ള ഒരു ആൾ ആണു്. ഈ റിപ്പോർട്ടിന്റെ പ്രധാനഭാഗങ്ങളിൽ ഒന്നാണു് ഡിപ്യൂട്ടിഡയറക്ടർഉദ്യോഗം. ആ ഉദ്യോഗസ്ഥനെ ഈ അസംബ്ളിയുടേയും, കൌൺസിലിന്റേയും അനുവാദവും സമ്മതവും കൂടാതെ നിയമിച്ചതു തീരെ ശരിയായിട്ടുള്ള ഒരു സംഗതിയല്ല. ഡിപ്യൂട്ടിഡയറക്ടർ ഉദ്യോഗം ഇവിടെ ആവശ്യമില്ല. ഇൻസ്പെക്ടർമാരുടേയും ഡയറക്ടറുടേയും മധ്യെ ലാറർബാക്ക്പോലെയുള്ള ആ സ്ഥാനത്തിന്റെ ആവശ്യം ഇവിടെ ഒന്നുകൊണ്ടും ഇല്ല.

സഹവിദ്യാഭ്യാസം ആവശ്യമാണെന്നു പറയുന്നു. പ്രൈമറിസ്കൂളുകളിലും കാളേജുകളിലും സഹവിദ്യാഭ്യാസം ചെയ്യുന്നതുകൊണ്ടു തരക്കേടില്ല. എന്നാൽ ഹൈസ്കൂളുകളിൽകൂടി സഹവിദ്യാഭ്യാസം നടത്തുന്നതു വളരെ ദോഷകരമാണു്.

വർണ്ണാകുലർവിദ്യാഭ്യാസം ഇപ്പോഴത്തെ റിപ്പോർട്ടുകൊണ്ടു മൃതപ്രായമാക്കുകയാണു്. സംസ്കൃതസ്കൂളുകളെ നിറുത്തിയിട്ടു സംസ്കൃതാഭിമുഖ്യമുള്ള ഇംഗ്ലീഷ് മിഡിൽസ്കൂളുകളുമായി സംഘടിപ്പിക്കണം എന്നു പറയുന്ന അഭിപ്രായത്തോടു യോജിക്കാൻ നിവൃത്തിയില്ല. ഇപ്പോഠം ജ്യോതിഷം, ശില്പശാസ്ത്രം, ആയുർവേദം മുതലായവഅഭ്യസിപ്പിക്കുന്നവിദ്യാലയങ്ങളെ ഇംഗ്ലീഷ്സ്കൂളുകളായി രൂപാന്തരപ്പെടുത്തുന്നപക്ഷം ഇംഗ്ലീ

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ഷിനെ പ്രാധാന്യം ഉണ്ടാകുന്നതല്ലാതെ സംസ്കൃതത്തിനെ പ്രാധാന്യം ഉണ്ടാകുന്നതല്ല. സംസ്കൃതകാളേജിനെ മദ്രാസ് യൂണിവേഴ്സിറ്റിയോട് ചേക്കണമെന്നറിപ്പോർട്ടിൽപറഞ്ഞിരിക്കുന്നതുദോഷകരമാണ് ഇതിന്റെ ആവശ്യവും യുക്തിയും മനസ്സിലാകുന്നില്ല. ഇവിടത്തെ കാളേജിൽ വിദ്വാൻ, ശിരോമണി എന്നീക്ലാസുകൾ ഇല്ലാത്തതുകൊണ്ടു ഇവിടേയുള്ളവക്ക് പരീക്ഷകളിൽ ജയിച്ചാൽ തിരുവിതാംകൂറിനുവെളിയിൽ ജോലികിട്ടുമെന്നുള്ളതുകൊണ്ടുമായിരിക്കാം. അതിലേക്ക് എനിക്കൊന്നുപറയുവാനുള്ളതു്, വിദ്വാൻ, ശിരോമണി എന്നീപരീക്ഷകൾ പാസ്സായ തിരുവിതാംകൂറുകാർക്ക തിരുവിതാംകൂറിലൊ വെളിയിലൊ ജോലി കിട്ടിയിട്ടുണ്ടൊ എന്നാണ്. മേല്പറഞ്ഞ പരീക്ഷാവിജയികളായ അനേകം തിരുവിതാംകൂറുകാർക്ക യാതൊരുജോലിയും കിട്ടാതിരിക്കെ സ്വതന്ത്രമായിരിക്കുന്ന ഒരു കാളേജിനെ പരാധീനമാക്കേണ്ട ആവശ്യം ഒൻകൊണ്ടും ഇല്ല.

MR. N. ABDUR RAHIMAN SAHIB (*Nominated*): Sir, I am at one with those of this House who showered encomiums upon Mr. Statham and his colleagues in submitting so valuable and useful a Report in so short a time. Of late, there have been so many committees for various matters. But this is the only Committee that has not asked for more time than it was allowed. The way in which Mr. Statham and his colleagues were able to submit the Report within the prescribed time is a matter for sincere congratulation. The Report deals with so many topic from control and management right up to the problem of unemployment and rural reconstruction. Upon these various topics most of the members have already spoken and I wish to deal only with one or two points that struck me.

One looks in vain through the Report for finding a suggestion or making an attempt to revise the old Education Code. At the time the Committee was appointed, it was reasonably expected by the public that it would be a draft for the New Education Code. There are so many defects in the old Education Code of Dr. Mitchell, and people reasonably thought those defects and shortcomings will be remedied by the draft New Education Code. I am not unaware of the fact that it may be with that object Mr. Statham himself was appointed the President of the Committee and I hope that this defect will be remedied in consultation with the proposed Advisory Board. The motion before the House is to allow a grant of Rs. 2,000 for the travelling allowances of the members of the Advisory Board, and I suggest that the various recommendations of the Committee must be carefully scrutinised by the Advisory Board before they are put into operation. As regards the transfer of the departmental schools to private bodies, and the local boards, what I would submit is that it is an unworkable proposition. Because the only sort of local bodies we have today here in Travancore

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[Mr. N. Abdur Rahiman Sahib.]

are the municipalities. Taking the income of all the municipalities for the year 1107, we find that their income, including the grant from the Government, is not sufficient to meet the expenditure and they are invariably falling back upon the balance in the previous year just to make both ends meet. That being the case, how far the municipalities can undertake this work is a matter for the consideration of the House.

As regards Muslim education, I find that there is a general recommendation in the Report that incomplete schools should, as far as possible, be gradually abolished, but not in the case of special schools. In my opinion, it is unwise to abolish the incomplete schools, but every endeavour should be made to make such schools complete and useful to the various localities concerned. One word regarding the deplorable lot of the unhappy Koran teachers.

DEPUTY PRESIDENT: Your time is up.

MR. EDAVANATT S. PADMANABHA MENON (*Shertalla I*): Sir, I congratulate the Education Reforms Committee on the excellent, exhaustive and comprehensive Report they have presented to the State. It is, I consider, a refreshing document containing substantial solutions of some of the difficult educational problems. The way in which they have exposed the existing vices, namely, the want of discipline, the loose kind of expenditure of public money in the department and the flaws that are existing in the aided agency, deserve our commendation. They have exposed to our view many existing evils and, I think, real gratitude is due from this side of the House to the Committee for the able and thorough manner in which they have done the work entrusted to them. As regards the constructive proposals of the Education Reforms Committee, I have great pleasure in agreeing with many of their major recommendations, except the utilization of Devaswom Fund and the handing over, to private agencies of departmental institution and similar matters adverted to by some of my friends of my party. I have been all along of the view, Sir, that formation of real character, development of mind and body, healthy national outlook and bread-winning capacity are the essential incredients of a true education. And it is with these ideals in view, I think, that the Education Reforms Committee have approached the difficult problems. The educational reconstruction in the State is a very urgent one. If the major recommendations of the Committee are brought into effect, I believe, it will do good to the future of this country. I am keenly alive to the fact that criticisms have been levelled against the Committee from this side—the non-official side—and from elsewhere also, that they have dealt a serious blow to the Vernacular education, and that the financial commitment are heavy. If the reform proposals are vitally necessary and good to the country, then the question of finance should not stand in our way.

MR P. K. NARAYANA PILLAI (*Ambalapuzha I*): How is the money to be raised?

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MR. EDAVANATT S. PADMANABHA MENON (*Shertala I*): I am prepared even to assent readily for raising an educational cess, if it is absolutely necessary, so that these problems may be solved. Our educational problems stand urgently in need of thorough overhauling.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): May I know from the member whether villagers are just now able to pay land tax upon their properties?

MR. EDAVANATT S. PADMANABHA MEON (*Shertalla I*): Not exactly just now. All the reforms will not be brought into effect in one day. Times and finance might improve. Well, Sir, this kind of half-hearted criticisms of some of the members of a certain section of the public is not at all fair to the larger interests of the country. I wonder whether they are true to their sacred trust. And I demand that a more serious, a more earnest and sincere attention should be given to this great subject. So, once more I congratulate the Education Reforms Committee for the substantial contribution they have made for the betterment of our education.

DEPUTY PRESIDET: Your time is up.

MR. N E. VARUGHESE (*Tiruvalla I*): കമ്മറിയുടെ ശുപാർശകളെ സംബന്ധിച്ച് പൊതുവെ വിമർശനം ചെയ്യുന്നതിന് സമയം കിട്ടാത്തതിൽ ഞാൻ വ്യസനിക്കുന്നു. പ്രധാനമായിട്ട സഹായ ധനം വാങ്ങുന്ന പള്ളിക്കൂടങ്ങളുടെ നിലയെപ്പറ്റി സ്വല്പം പറയാമെന്നുദ്ദേശിക്കുന്നു. തിരുവിതാംകൂറിൽ സഹായധനം വാങ്ങുന്ന പ്രൈവറ്റ വിദ്യാലയങ്ങൾ ൨,൨൭൪ എണ്ണം ഉണ്ട്. ഈ വിദ്യാലയങ്ങളുടെ മേൽ അധികം ഭാരം വലിച്ചു വയ്ക്കുന്നതായാൽ ആ വിദ്യാലയങ്ങളുടെ പുരോഗമനത്തിന് വളരെ തടസ്സങ്ങൾ ഉണ്ടാകുന്നതാണ്. ഈ വിദ്യാലയങ്ങളിൽ അധികം ഭാഗവും പ്രൈമറി വിദ്യാലയങ്ങളാണ്. മിക്കപള്ളിക്കൂടങ്ങളും വലിപ്പപ്പെട്ടത്തിയും അഞ്ചാംക്ലാസ്സുകൂടി ഏർപ്പെട്ടത്തി കൂടുതൽ അധ്യാപകന്മാക്ക ശമ്പളം കൊടുത്തും പുലത്തികൊണ്ടു വരേണ്ടതു നിമിത്തം ഈ പ്രൈവറ്റ മാനേജറന്മാക്ക് വളരെ പ്രയാസം ഉണ്ടാകാനിടയുണ്ട്. അങ്ങിനെ ഇരിക്കുമ്പോൾ അവരുടെ ചുമലിൽ ഒരേ സമയത്തു പല തരത്തിലുള്ള കൂടുതൽ ഭാരങ്ങൾ കയറ്റുകയാണെങ്കിൽ അവർ അതിൽനിന്നു പുറകോട്ട മാറിക്കളയുവാൻ സംഗതിയാകുന്നതാണ്. അതു കൊണ്ട് പ്രൈവറ്റ മാനേജറന്മാരെക്കൂടി പുലത്തികൊണ്ടു പോകത്തക്ക വിധത്തിലുള്ള ഒരു പദ്ധതി മാത്രമേ പ്രയോഗത്തിൽ വരുത്താൻ പാടുള്ളൂ എന്നും അതും എത്രയും സാവധാനത്തിൽ മാത്രമേ ആകാവൂ എന്നുമുള്ള സംഗതിയാണ് എനിക്ക് ഗവണ്മെൻറിന്റെ ദൃഷ്ടിയിൽ പ്രധാനമായി കൊണ്ടു വരുവാനുള്ളതു്. പ്രൈവറ്റ വിദ്യാലയങ്ങളിൽ ഭൂരിഭാഗ

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[Mr. N. E. Varughese.]

വും ക്രസ്ത്യാനികളുടെ വകയാണു. ക്രസ്ത്യാനികളുടെ അധികം വിദ്യാലയങ്ങളും പാശ്ചാത്യരാജ്യങ്ങളിലുള്ള മഹാമനസ്ക്കന്മാരായ പലരുടേയും സംഭാവന കൊണ്ട് നടത്തപ്പെട്ടുന്നവയാണു. ഈ വിദ്യാലയങ്ങൾ നടത്തുന്നതിന്റെ ഉദ്ദേശം തിരുവിതാംകൂറിലുള്ള ബാലികാബാലന്മാരെ അക്ഷരവിദ്യ അഭ്യസിപ്പിക്കണമെന്നുള്ളതു മാത്രമല്ല. ക്രസ്തുമതം അവലംബിച്ചിരിക്കുന്നവക്ക് ശരിയായ മതപരിജ്ഞാനം കിട്ടുന്നതിനു അക്ഷരജ്ഞാനം കൂടി ആവശ്യമാണെന്ന് മനസ്സിലാക്കീട്ടു കൂടിയാണ് ഈ വിദ്യാലയങ്ങൾ നടത്തപ്പെട്ടുന്നതു്.

MR. KAINIKKARA M PADMANABHA PILLAI (*Changanachery* I) പ്രൈവറ്റ്സ്കൂൾ മാനേജർന്മാക്ക് യഥാർത്ഥമായ വിദ്യാഭ്യാസം നൽകണമെന്നുള്ള ഉദ്ദേശം ഇല്ലെന്നാണോ മെമ്പറിന്റെ അഭിപ്രായം?

MR. N. E. VARUGHESE (*Tiruvalla I*) : മതാഭ്യസനം കൂടി ഉണ്ടാകണമെന്ന് അവക്ക് ഉദ്ദേശമുണ്ട്. ഇങ്ങിനെ ഉള്ള പ്രൈവറ്റ് വിദ്യാലയങ്ങളിൽ മതസംബന്ധമായ യാതൊരു അഭ്യസനവും നടത്തിക്കൂടാ എന്നു ഈ സഭയിലെ പല മാന്യസ്നേഹിതന്മാരും അഭിപ്രായപ്പെട്ടിട്ടുണ്ട്. ഈ വക അഭിപ്രായങ്ങളെ ആദരിച്ചു ഗവണ്മെൻറ് അതു വകവച്ചു കൊടുക്കാൻ തയ്യാറാകുന്നു എങ്കിൽ — ക്രസ്ത്യാനികൾ നടത്തുന്ന വിദ്യാലയങ്ങളിൽ ആ സമുദായത്തിനത്യാവശ്യമായ മതാഭ്യസനം നടത്തുന്ന വിഷയത്തിൽ ഗവണ്മെൻറ് വിപരീതം പ്രകടിപ്പിക്കുന്നു എങ്കിൽ — അവർ നടത്തുന്ന വിദ്യാലയങ്ങളിൽ നിന്നു അവർ പുറകോട്ടു മാറിക്കളയുവാൻ സംഗതിയാക്കുകയില്ലേ എന്നുള്ള സംഗതി ഞാൻ ഗവണ്മെൻറിന്റെ ശ്രദ്ധയിൽ കൊണ്ടുവന്നു കൊള്ളുന്നു.

MR. S. J. NAIR (*Nedumangad*): ക്രസ്ത്യാനികളാൽ നടത്തപ്പെട്ടുന്ന വിദ്യാലയങ്ങൾക്കു ഗവണ്മെൻറിൽനിന്നു നൽകി വരുന്ന ഗ്രാൻറ് വേണ്ടെന്നു വെയ്ക്കുവാൻ തയ്യാറാകുമോ?

DEPUTY PRESIDENT: You have one minute more.

MR. N E. VARUGHESE (*Tiruvalla I*) : മതസംബന്ധമായ അഭ്യസനം കൂടി നടത്തുന്നതിന് പ്രൈവറ്റ് സ്കൂളുകളിൽ ഗവണ്മെൻറ് അനുവദിക്കുന്നില്ലെങ്കിൽ മാനേജർമാർ അതിൽ നിന്നും പിന്മാറുകയും തന്നിമിത്തം ഈ രാജ്യത്തു കൂടുതലായ അതൃപ്തി ഉണ്ടായി വരികയും വിദ്യാഭ്യാസത്തിന്റെ പുരോഗമനത്തിനു വലിയ തടസ്സമായി തീരുകയും ചെയ്യു

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മെന്നുമുള്ള സംഗതി ഞാൻ ഗവണ്മെൻറിനെ ഉൽബോധിപ്പിച്ചു കൊള്ളുന്നു.

MR. A. THANU PILLAI (*Trivandrum Rural*): മതപ്രചരണം നടത്തുന്നതിനു സർക്കാർ പണം ചെലവാക്കുന്നതു കൊണ്ടു തരക്കേടില്ലേ?

MR. N. E. VARUGHESE (*Tairuvalla* I): സർക്കാർ പണം മതപ്രചരണത്തിനു വേണ്ടി ചെലവാക്കണമെന്നു ഞാൻ അഭിപ്രായപ്പെട്ടില്ല.

MR. V. RAMAKRISHNA PANICKAR (*Kartikapalli* II) I have been attempting to speak today several times and I was not fortunate enough to find an opportunity. Now since there is only very limited time before me and since all my facts have been already touched upon by my previous speakers, I think it is not expedient to reiterate them and to take away the time of the Council. I therefore resume my seat.

MR. M. K. JANARDANA KAMMATH (*Commerce and Industry, North*): സർ, എഡ്യൂക്കേഷൻ റിഫോം കമ്മറിയുടെ റിപ്പോർട്ട് ആകപ്പാടെ വളരെ നന്നായിരിക്കുന്നുവെന്നു ഞാൻ സന്തോഷത്തോടുകൂടി പ്രസ്താവിക്കുകയും കമ്മറിയുടെ അദ്ധ്യക്ഷനായി സുപ്രസിദ്ധനായ മിസ്റ്റർ സ്റ്റാത്താമിനെ സമ്പാദിച്ചതിലും കമ്മറിയുടെ നിർദ്ദേശങ്ങൾ പ്രയോഗത്തിൽ വരുത്തേണ്ടതിലേക്കായി അദ്ദേഹത്തെ തന്നെ എന്നേക്കും നാളത്തേക്ക് ഡയറക്ടർ സ്ഥാനത്തു നിയമിച്ചതിലും ഗവണ്മെൻറിനെ ഹാർദ്ദമായി അനുമോദിക്കുകയും ചെയ്തു കൊള്ളുന്നു.

റിപ്പോർട്ടിലെ നിർദ്ദേശങ്ങൾ പ്രായേണ എല്ലാം തന്നെ വളരെ നന്നായിരിക്കുന്നുവെന്നു ഇപ്പോൾ തിരുവിതാംകൂറിൽ പൊതുവെ സമ്മതമായി കഴിഞ്ഞിട്ടുണ്ടു. നിസ്സാരങ്ങളായ ന്യൂനതകൾ ഉണ്ടെങ്കിൽ അവയെ ഡയറക്ടരുടെയും ഗവണ്മെൻറിൻെറയും ദൃഷ്ടിയിൽ കൊണ്ടുവരുമ്പോൾ അവയ്ക്കു ന്യായമായ പരിഹാരം ഉണ്ടാകുമെന്നും വിശ്വസിക്കുന്നു. റിപ്പോർട്ടിലെ നിർദ്ദേശങ്ങൾ നന്നായിരിക്കുന്നുവെന്നു പറഞ്ഞതു കൊണ്ടു് അവയെ എല്ലാം ഞാൻ പൂർണ്ണമായി സമ്മതിക്കുന്നുവെന്നു് അതിനു അർത്ഥം ധരിക്കുകയില്ലല്ലോ. ചില കാര്യങ്ങളെപ്പറ്റി എനിക്കു സ്വല്പമായ അഭിപ്രായ വ്യത്യാസങ്ങൾ ഉണ്ടു്. അവയെ സംബന്ധിച്ചു ഗവണ്മെൻറും ഡയറക്ടരും ഗാഢമായി ചിന്തിക്കുമെന്നും വിശ്വസിക്കുന്നു.

റിപ്പോർട്ടിലെ ഏറ്റവും പ്രധാനമായ നിർദ്ദേശം ഡയറക്ടരെ ഹജൂരിലെ എഡ്യൂക്കേഷൻ സിക്രട്ടറിയുടെ ചുമതലകൂടി ക്രമേണ ഏൽപിക്കേണം എന്നുള്ളതാണു്. ഈ നിർദ്ദേശത്തോടു പൂർണ്ണമായി യോജിക്കുവാൻ എനിക്കു അശേഷം നിവൃത്തിയില്ല.

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[Mr M K Janardana Kamath]

ഒരു അസിസ്റ്റൻറ സിക്രട്ടറി വിദ്യാഭ്യാസ വകുപ്പിൻെറ മേൽവിചാരം നടത്തി വരുന്ന ഇപ്പോഴത്തെ നടപ്പ് കാര്യക്ഷമമല്ലെന്നും മറെറനേക കാര്യങ്ങളിൽ ശ്രദ്ധ പതിക്കുവാൻ ചുമതലക്കാരായ ചീഫ് സിക്രട്ടറി, ദിവാൻജി എന്നീ ഉദ്യോഗസ്ഥന്മാക്ക് ഇപ്പോൾ ഉള്ളതിൽ കൂടുതലായി വിദ്യാഭ്യാസ വിഷയത്തിൽ പ്രത്യേക ശ്രദ്ധ പതിക്കുവാൻ സമയമോ സൌകര്യമോ ഉണ്ടാകുകയില്ലെന്നും ഉള്ളിടത്തോളം കാര്യങ്ങളിൽ ഞാൻ റിപ്പോർട്ടിലെ അഭിപ്രായങ്ങളോട് പരിപൂർണ്ണമായി അനുകൂലിക്കുന്നു. എന്നാൽ വിദ്യാഭ്യാസവിഷയങ്ങളുമായിമാത്രം ഇട പഴകി തഴമ്പിച്ചിട്ടില്ലാത്ത ഒരു സാധാരണക്കാരൻെറ കൈകളിൽക്കൂടി വിദ്യാഭ്യാസ ഡയറക്ടരുടെ നിർദ്ദേശങ്ങൾ കയറി ഇറങ്ങുന്നതു മൂലം ഉണ്ടാകാൻ ഇടയുള്ള പ്രയോജനങ്ങൾ വിസ്മരിക്കത്തക്കതല്ല. ചീഫ് സിക്രട്ടറിയും ദിവാൻജിയുംകൂടി ആ സ്ഥാനം നിർവ്വഹിച്ചു കൊള്ളുമെന്നു വിശ്വസിച്ചു ആശംസിക്കുന്നതു അപകടമായിരിക്കുകയും ചെയ്യും. അതിനാൽ വിദ്യാഭ്യാസ വകുപ്പിൻെറ പ്രത്യേക ചുമതലയുള്ള ഒരു പ്രത്യേക ഉദ്യോഗസ്ഥൻ ദിവാൻജിയുടേയും ഡയറക്ടരുടേയും ഇടയിൽ ഉണ്ടായിരുന്നെങ്കിൽ അത്യാവശ്യമാണെന്നാണ് എൻെറ അഭിപ്രായം.

ഇംഗ്ലീഷ് വിദ്യാലയങ്ങൾക്കു അംഗീകാരവും ഗ്രാൻറും മേലിൽ അനുവദിക്കണമെങ്കിൽ ഓരോ സ്കൂളിലും കുറഞ്ഞതു ഇത്ര വിദ്യാർത്ഥികൾ വീതം ഉണ്ടായിരിക്കേണമെന്നു വ്യക്തമായ നിയമം ഉണ്ടായിരിക്കേണമെന്നു റിപ്പോർട്ടിൽ പറയുന്നു. അനാവശ്യസ്ഥാനങ്ങളിൽ വിദ്യാലയങ്ങൾ സ്ഥാപിക്കുവാൻ ഇടയാകാതിരിക്കുന്നതിനു് ഇങ്ങിനെ ഒരു മിനിമം നിശ്ചയിക്കുന്നതു നല്ലതായിരിക്കുമെന്നുള്ളതിനു് സംശയമില്ല. എന്നാൽ വിദ്യാഭ്യാസവിഷയത്തിൽ പിന്നോക്കം നിൽക്കുന്ന കുന്നത്തുനാടു മുതലായ താലൂക്കുകളെ കുറെ നാളത്തേക്കെങ്കിലും ഈ മിനിമം രൂളിൽ നിന്നു ഒഴിവാക്കേണ്ടതു അത്യാവശ്യമാണു്.

പ്രത്യേകിച്ചും റസിഡൻഷ്യൽ വിദ്യാലയങ്ങളുടെ കാര്യത്തിൽ ഈ ആനുകൂല്യം വളരെ അത്യാവശ്യമാണു്.

റസിഡൻഷ്യൽ സ്കൂളുകളുടെ ആവശ്യകതയെപ്പററിയും അവയെ പ്രോത്സാഹിപ്പിക്കുന്നതിൽ ഗവണ്മെൻറിനുള്ള ചുമതലയേ പററിയും റിപ്പോർട്ടിൽ വിശദമായി വിവരിച്ചിട്ടുള്ളതാണു്.

DEPUTY PRESIDENT: It is time, Mr. Kammath.

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MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): I move that the question be now put.

MR. N. K. KRISHNA PILLAI (*Neyyattinkara I*): The Report, which is the subject of the discussion before the House, is a very interesting and instructive document and a few members on this side of the House who have expressed their opinion on the same have showered high encomiums on the Statham Committee. With all that, there is a large volume of public opinion which is not in favour of the majority of the recommendations contained in the Report. In view of this fact and also in view of the fact that the Report contains several revolutionary and reactionary proposals and also considering the serious financial implications of most of the recommendations in the Report of which the Committee is so silent, I would suggest that Government do deem it desirable to convene a Round Table Conference, representative of all interests, and place the whole Report before them, so that the findings arrived at by the Conference with regard to the various details contained in the Report may be a safe guidance for Government before they take their final action upon the Report.

Sir, I have seriously considered the several important recommendations contained in the Report and I, in collaboration with a few of my friends of my party, have issued a statement, copies of which, I have placed before the members of this House. I trust that Mr. Statham will consider the several points raised in the statement. Much as I would wish to dwell upon several points in which I dissociate myself from several of my friends who have expressed their opinion, I am prevented from doing so for want of time. Before, however resuming my seat, I would once again request Mr. Statham and the Government to carefully consider the views expressed by my party in the printed statement placed before them.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): Sir, I propose to make a few observations on some of the questions which have come up for discussion.

DEPUTY PRESIDENT: I may tell the member that he may have seven to ten minutes.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): May I not have a few more minutes?

DEPUTY PRESIDENT: The official member in charge will talk later.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): This question of handing over departmental schools to private agencies—

MR. A. THANU PILLAI (*Trivandrum—Rural*): Is Mr. Chandrasekharan talking as the member in charge of the subject?

DEPUTY PRESIDENT: He is not talking as the member in charge of the subject. He is talking as a member of the House. I suppose I am right?

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): Yes, Sir.

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MR. T. P. VELAYUDHAN PILLAI (*Tiruvalla III*): സർ, മിസ്റ്റർ വേ ത്രശേഖരൻ എഴുന്നേൽക്കുന്നതിന് മുമ്പ് തന്നെ ഈ വശത്തുള്ള മെമ്പർസ് സംസാരിക്കുവാൻ എഴുന്നേറ്റ നിൽക്കുകയായിരുന്നു.

DEPUTY PRESIDENT: Now Mr. Velayudhan Pillai, in this matter there should be absolutely no interference. I have been trying to find who wanted to talk. I feel that I have been discharging the duties to the satisfaction of the House and my own.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): May I say, Sir, that I have lost three minutes?

DEPUTY PRESIDENT: Now let us go on.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): I quite agree that there is considerable force in the criticism regarding the general policy of handing over departmental schools to aided agency. But as Mr. Statham explained in moving the grant, this transfer is not going to be an immediate or a general one. It is a general statement of policy and I submit, Sir, that as a general statement of policy, there is nothing new or startling or revolutionary in this.

About 15 years ago, the Government appointed the Education Expenditure Committee. One of the recommendations of that Committee, which consisted of officials and non-officials, was that departmental schools should be handed over to aided management. Government, in passing orders on the recommendations of the committee observed as follows:—

"19. *Transfer of English Schools to the control of private agencies*—The Education Expenditure Committee recommends that the provision and expansion of English School education for boys, may in future, be left to private enterprise as far as possible, that Government need not retain any English Middle School whatever, and that so far as English High Schools are concerned, only six of them need be maintained to serve as model institutions, all the rest being handed over to private management under a liberal system of grants-in-aid. This subject was discussed in detail at the Conference. Government, while not willing to comit themselves to the definite views expressed by the Committee in the matter, would avail themselves of this occasion to state once again that their policy is to rely upon private enterprise more and more in regard to English Education, and that they would be prepared to hand over departmental English Schools to private bodies in all cases in which they are satisfied that the interests of efficiency would not suffer by such transfer. Each case will have to be decided on its own merits and it is not easy to lay down any hard and fast programme in this respect."

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I know from the member whether—

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): I submit, Sir, if I am interrupted, I shall not be able to say what I have to say in the very limited time at my disposal.

DEPUTY PRESIDENT: You cannot make contracts with me.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I know from the member whether it was not possible for the Statham Committee to recommend definitely from the recommendations of the Education Expenditure Committee, if the proposal for the laying down of such a policy was not intrinsical by sound or otherwise?

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DEPUTY PRESIDENT: You need not answer, Mr. Chandrasekharan, and you may proceed with your opinion. I suppose all the papers regarding education have been placed before the Statham Committee.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Am I to understand that the recommendations of the Statham Committee with regard to this matter will have no more effect than the recommendations of the previous Committee?

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): I am coming to that, Sir. During the last twelve years, only two schools were transferred to private management. One was a primary school. It was transferred as the strength was going down. In the case of the other school, an English Middle School, the land and building belonged to the local church and Government transferred the school for want of strength in the school. The chances of handing over schools are therefore extremely remote. Well, Sir, it is not fair to the Statham Committee to take up their recommendation, to tear it out of the context and to criticise it, because this recommendation, regarding the handing over of departmental schools should be read along with the other recommendations about control. My own impression is that, if those recommendations are properly enforced, the number of departmental schools will ultimately increase and not diminish.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): And so there will be no saving of expenditure by this method?

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): But this is a different question.

DEPUTY PRESIDENT: You need answer the question only if you choose.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): My own view of the ultimate result of giving effect to the Statham recommendations will be that a number of managements will go out of existence, which are unable to satisfy the conditions and guarantees which are now being laid down. You have only to look at the chapter with regard to control to realise the existing state of things. Very few managements are satisfying the conditions which have been laid down by the Report and I say the ultimate effect would be that departmental schools will increase and not diminish. And then again there is the question of the vocational bias schools. In the creation of such schools, Government will have to take the initiative. They will have to be at first created and maintained by the department and they will have to be run as departmental institutions, until the managements are able to follow the lead that has been given by the Government. Well, Sir, few managements in Travancore will be able to run such schools. The expression, "reservations and safeguards," has now become very popular and I say, Sir, that the recommendation for transfer of schools to aided agency is so effectively hedged by reservations and safeguards that the apprehension of the House would prove to be to a very large extent groundless.

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MR. A. S. DAMODARAN ASAN (*Mavelikara*) : Then why was that recommendation made if that is not going to be of much use ?

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*) : Along with this, the recommendation is also made that Government should take immediate steps for the creation of local self-government machinery in the taluks and districts and for handing over the departmental schools to local self-governing bodies. I attach considerable importance to this recommendation. I do not see why this House feels so pessimistic about this. With proper safeguards and reservations, this seems to me to be the only satisfactory solution of the whole problem. After all, in a big matter like education, we have to take a long and statesmanlike view. Government cannot continue to contribute indefinitely from the general revenues for education. Mr. Changanachery Paramesvaran Pillai, whom I would like to congratulate on his very able speech, said that compulsion should be enforced and that we should even now begin to make an experiment with compulsion. You will have to tap other sources of revenue if education has to be expanded and maintained and compulsion introduced. Take the case of technological, residential and vocational schools.

(Several members interrupted putting questions.)

DEPUTY PRESIDENT : I want to make an observation. An official member talks on the views adumbrated on this side of the House. To pay compliments to one member may sometimes have an effect which is not very desirable (Mr. E. V. Krishna Pillai : *Hear, hear.*)

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*) : I am ready to congratulate all the members on their speeches. I mentioned Mr. Changanachery Paramesvaran Pillai, because his point came up.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*) : One question, Sir. I wish to know why Mr. Chandrasekharan does not congratulate me.

DEPUTY PRESIDENT : That is out of order. I do not permit Mr. Chandarasekharan to answer that question.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*) : I am sorry Sir. I was just going to congratulate Mr. Krishna Pillai on his speech about text-books.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*) : The member is exceeding his time.

DEPUTY PRESIDENT : Yes, I am looking into it.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*) : Then, Sir, there has been some confusion of thought with regard to management and control. I agree that primary education should always remain under the control of Government. But control is different from management and I am sure, as education expands, the non-official side of the House does not want a single department to run the entire management and day-to-day administration of a vast net-work of elementary schools.

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DEPUTY PRESIDENT: I am obliged to make this statement that members of this House, whether official or non-official, should respect the rules of the debate and when the Chair says there is no more time granted, immediately any member ought to sit down.

MR. M. MAHOMED HANEEF (*Nominated*): I have great pleasure in appreciating the great wisdom shown by Government in appointing Mr. R. M. Statham as the Chairman of the Education Reforms Committee and also in congratulating Mr. R. M. Statham and his colleagues of the Education Reforms Committee for having given us so illuminating and valuable a Report on the reforms to be introduced in Travancore. I hope that the Report can be construed as a record of the best intentions of the Committee to do something good to our country. Sir, the Muslims in Travancore are very backward in point of education and public service. I am glad that the Committee has taken pains to understand facts and the Committee has recommended certain concessions to be given to the Muslims of Travancore. I am really thankful to the Committee in general, and Mr. Statham in particular, for having made some sympathetic recommendations about the community, which sympathy the Muslims deserved long ago. I have much to speak on the desirability of introducing compulsory primary education for the Muslims, religious teaching in schools, the pitiable state of affairs of the present day Koran teachers, the undesirable state of affairs in selecting Arabic text books, and also about the introduction of Arabic Chair in the college. For want of time I do not dwell upon them in detail. Once more I congratulate Mr. Statham and support the demand made by him.

MR. T. P. VELAYUDHAN PILLAI (*Thiruvella III*): മലയാളഭാഷാ പരീക്ഷാവിജയികൾക്ക് ദാസ്യംവഹിക്കുന്ന ഉദ്യോഗങ്ങൾമാത്രം കൊടുക്കണമെന്ന് റിപ്പോർട്ടിൽ പ്രസ്താവിക്കുന്നുണ്ട്. അതിനെ ഉടൻതന്നെ റദ്ദ്ചെയ്യണം. ദേശാഭിമാനവും ഭാഷാഭിമാനവും ഉള്ള ഏതൊരുപൌരനും അത് സഹിക്കത്തക്കതല്ല. മറ്റു ഭാഷകളിലുള്ള പരീക്ഷകൾ പാസ്സാകുന്നവർക്ക് ഉയർന്നതരം ഉദ്യോഗങ്ങൾ കിട്ടണമെന്ന് വിചാരിക്കുകയും മലയാളഭാഷയിലുള്ള പരീക്ഷകൾ പാസ്സാകുന്നവർക്കുമാത്രം കാൽസ്സ്വരൂപം, പൂർണ്ണ എന്നീതൊഴിലുകൾ കിട്ടുമെന്ന് നിർദ്ദേശിക്കുകയും ചെയ്തിരിക്കുന്ന ശുപാർശയെ അസ്വീകരിക്കുകയും ഭാഷാഭിമാനവും ഭാഷാഭിമാനവും ഉള്ള ഏതൊരുപൌരനും നിയമം അനുവദിക്കുന്നപക്ഷം ഈ റിപ്പോർട്ടു നിയമിച്ചകമ്മിറ്റിയുടെമേൽ ഡിഫമേഷൻ കേസുകൊടുക്കുന്നതിനുകൂടി നിർബന്ധിതനായിപ്പോകുന്നു. ടെക്സ്റ്റ്ബുക്കിനെപ്പറ്റിയാണ് എനിക്ക് അടുത്തതായി പ്രസ്താവിക്കാനുള്ളത്. കമ്മറ്റി ടെക്സ്റ്റ് ബുക്ക് നിശ്ചയിക്കുന്നതു നല്ലവണ്ണം പരിചിന്തനം ചെയ്തതന്നെ ആയിരുന്നാലും ആബുക്കുകളെ ഒരു ക്ലിപ്തകാലപരിധിക്കുള്ളിൽ ഒരിക്കലും മാ

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റാൻ പാടില്ലെന്ന നിർബ്ബന്ധപൂർവ്വം വ്യവസ്ഥചെയ്യേണ്ടതാണു്. ടെക്സ്റ്റ് ബുക്കുകളെ ക്കൂടെക്കൂടെ മാറ്റുന്നതുനിമിത്തം രാജ്യത്തിന്റെ ഇപ്പോഴത്തെസ്ഥിതിക്കു് കൂടുതൽ സങ്കടകരമായ ഒരവസ്ഥ ഉണ്ടായിതീരുന്നതാണു്. അതുകൊണ്ടു് ഒരിക്കൽനിശ്ചയിക്കുന്ന ടെക്സ്റ്റ്ബുക്കുകളെ കുറഞ്ഞപക്ഷം മൂന്നുവർഷത്തേക്കെങ്കിലും മാറ്റാൻ പാടില്ല എന്നു് വ്യവസ്ഥചെയ്യേണ്ടതാണു്. വല്ലകാരണവശാലും പരീക്ഷയിൽ തോറ്റവക്കു് അതു വളരെ ഉപകാരമായിത്തീരുന്നതാണു്.

മലയാളഭാഷയിൽ ഹയർപരീക്ഷ ഒരിക്കലും നിറുത്തിക്കളയാൻപാടില്ല. അതിലേയ്ക്കു് ഏഴാംക്ലാസ് പരീക്ഷതന്നെവേണമെന്നു് എനിക്കഭിപ്രായമില്ല. ഈ നാട്ടിലെ മാതൃഭാഷയായ മലയാളത്തിനു് ശരിയായ ഒരുസ്ഥാനം ഉണ്ടാകുന്നതിനു് ഒരു ഹയർപരീക്ഷ അത്യാവശ്യമാണു്. വിശിഷ്യാ ഇംഗ്ലീഷുഹൈസ്കൂൾ ക്ലാസ്സുകളിൽ ഇംഗ്ലീഷുസാഹിത്യം ഒഴിച്ചുള്ള വിഷയങ്ങളുടെ അഭ്യസനം മാതൃഭാഷയിലായിരിക്കണം എന്ന നിർബന്ധിതമായി നിഷ്കർഷിക്കേണ്ടതും അല്ലാത്തപക്ഷം ഈ ശുപാർശക്കു പലേകാരണങ്ങളാലും ഉദ്ദിഷ്ടഫലപ്രാപ്തിയുണ്ടാകുന്നതല്ലാത്തതുമാണു്.

കാളെജ് അഡ്മിഷനെസംബന്ധിച്ചു് ഒരു പ്രധാനസംഗതി പ്രസ്താവിക്കാനുണ്ടു്. കാളേജധികൃതന്മാരാൽ നടത്തപ്പെടുന്ന ഹോസ്റ്റലിൽ താമസിക്കുന്നവക്കുമാത്രമെ അഡ്മിഷൻ കൊടുക്കുകയുള്ളുഎന്നും ജാതീയമായ ഭോജനമുറികൾ ഹോസ്റ്റലുകളിൽ ഒരിക്കലും ഉണ്ടായിരിക്കരുതെന്നും സഹഭോജനം നടത്തുന്ന സമ്പ്രദായം അടിലഷണീയമാണെന്നും പ്രസ്തുതറിപ്പോർട്ടിന്റെ പലഭാഗത്തായിവിവരിച്ചിട്ടുള്ളസംഗതികളെ ഒരുമിച്ചു പരിഗണിക്കുന്നപക്ഷം എന്തുദ്ദേശത്തെ ലക്ഷ്യമാക്കിയാണു് ഈ അഭിപ്രായം പ്രകടിപ്പിച്ചിട്ടുള്ളതെന്നറിയുന്നതിനു വളരെ ശ്രമം ആവശ്യമില്ല. കാളേജിലെ മറ്റു വ്യവസ്ഥകളെ അനുവർത്തിക്കുന്നതിനും ആദരിക്കുന്നതിനും സമ്മതമുള്ള വിദ്യാർത്ഥികളും വിശിഷ്യവിദ്യാർത്ഥിനികളും മിശ്രഭോജനം നടത്തിയാൽമാത്രമേ—അവരവരുടെ മതവിശ്വാസത്തിനും സമുദായാചാരങ്ങൾക്കു് വിപരീതമായ സംഗതികൾ പ്രവർത്തിച്ചാൽമാത്രമേ—ആ വിദ്യാർത്ഥികൾക്കും വിദ്യാർത്ഥിനികൾക്കും കാളേജിൽ അഡ്മിഷൻ കിട്ടുകയുള്ളു എന്നു് നിശ്ചയിച്ചിരിക്കുന്നതു് വളരെ സങ്കടകരമാണു്. കാളേജുകൾക്കു സമീപം സ്വന്തം രക്ഷകർത്താക്കളോടുകൂടി താമസിച്ചും അവരുടെമേൽനോട്ട

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ത്തിലും വിദ്യാഭ്യാസം മുരങ്ങിയചലിവിന്മേൽ നടത്തുന്നതിനു സൌകര്യമുള്ളവരെസംബന്ധിച്ചു ഈ വ്യവസ്ഥ സാരതരമായ സങ്കടങ്ങൾക്കും അനാവശ്യനഷ്ടങ്ങൾക്കും കാരണമാകുന്നുണ്ടു്. ഈ സംഗതി ഗവണ്മെന്റിന്റെ ഗൌരവമായ ശ്രദ്ധയെ അർഹിക്കുന്ന ഒന്നാണു്.

MR. POTTAYIL S. KRISHNA PANICKAR (*Shertala II*) : മിശ്രഭോജനം കഴിച്ചാൽ മതംപോകുമോ?

MR. T. P. VELAYUDHAN PILLAI (*Thiruvella III*) : അതു് എനിക്കറിഞ്ഞുകൂടാ.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): മിശ്രഭോജനം എന്നുവെച്ചാൽ എന്താണു്?

MR. T. P. VELAYUDHAN PILLAI (*Thiruvella III*) : അതിനു് സമാധാനം പറയണമെന്നു് ഞാൻ വിചാരിക്കുന്നില്ല.

ഇന്റർമീഡിയറു് ക്ലാസ്സുകളെ ഒരുസ്ഥലത്തും ബീ. എ. ക്ലാസ്സുകളെ ഒരുസ്ഥലത്തുംആക്കി കാളേജിനെ രണ്ടായിതിരിക്കണമെന്നു് നിർദ്ദേശിച്ചിരിക്കുന്നതു് ഒരിക്കലും നന്നല്ലാ. ഈ ശുപാർശയുടെ ഉദ്ദേശശുദ്ധിതന്നെ സംശയാസ്പദമാണു്. അങ്ങിനെ ചെയ്യുന്നതായാൽ ഉയന്നതരം വിദ്യാഭ്യാസംകൊണ്ടുള്ള ഗുണം താഴ്ന്ന ക്ലാസുകളിലെ വിദ്യാർത്ഥികൾക്കു് കിട്ടുകയില്ല. സ്കൂൾഫൈനൽ പരീക്ഷപാസ്സായിവരുന്ന വിദ്യാർത്ഥികളെ തയ്യാട്ടു് സ്കൂളിന്റെ നാല്മതിലിനകത്തായി അടച്ചിട്ടു് കൂടുതൽ കഠിനവും സംസ്കരണവും സിദ്ധിച്ചിട്ടുള്ള വിദ്യാർത്ഥികളോടും ഗുരുക്കന്മാരോടും അടുത്തു സഹവസിക്കാൻ സൌകര്യംകൊടുക്കാതെയിരിക്കുന്ന രീതിവളരെ ദോഷകരമാണു്. അങ്ങനെ ഒരിക്കലും ചെയ്യാൻ പാടില്ല. ഇ വ്വിധത്തിലുള്ള അഭ്യസനം കാളേജു വിദ്യാഭ്യാസംമൂലം ഉദ്ദേശിച്ചിട്ടുള്ള പരിപൂർണ്ണമായ ഫലദായകതയ്ക്കു പ്രതിബന്ധകരമാണു്. ഡാക്ടർ റാഷ്ഡാം "മെഡീവിയൽയുനിവേർസിറ്റി" എന്ന നാമധേയത്തിൽ എഴുതിയിട്ടുള്ള ഗ്രന്ഥത്തിൽ അടങ്ങിയിട്ടുള്ള ശ്രദ്ധേയമായ ഭാഗം ഈ അഭിപ്രായത്തെ സാധൂകരിക്കുന്നുണ്ടു്.

ഇപ്പോൾ ആവശ്യപ്പെട്ടിരിക്കുന്ന സംഖ്യ വോട്ടിനിട്ടു് അതു് പാസ്സാകുന്നുഎന്നു് വിചാരിച്ചു് ബാക്കിയുള്ള റിപ്പോർട്ടിലെ ശുപാർശകളും അതേനിലയിൽ ഞങ്ങൾ അംഗീകരിച്ചു എന്നു വരുത്തിക്കളയാൻ പാടുള്ളതല്ല. അതുകൊണ്ടു ഈ മോഷൻ വോട്ടിനിടുന്നതിനുമുമ്പായി റിപ്പോർട്ടിൽ അടങ്ങിയിട്ടുള്ള മറ്റു ശുപാർശകളെ സംബന്ധിച്ചു ഈ മോഷന്റെ വിജയമോ തോൽവിയോ ബാധകമായി

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[Mr. T. P. Velayudhan Pillai.]

വരുന്നതല്ലെന്നുള്ള സംഗതി സ്പഷ്ടമാക്കേണ്ടതാണ്. ഈ മോഷൻ പാസായിപ്പോയതുകൊണ്ടു റിപ്പോർട്ടിലെ മറ്റു ശുപാർശകളെ സംബന്ധിച്ചും അസംബ്ലിയുടെ സമ്മതം രേഖപ്പെടുത്തിപ്പോയിട്ടുണ്ടെന്നോ, മറിച്ചു പറയുന്നതിനു വാദതടസ്ഥമുണ്ടെന്നോ പിന്നീടു ആരും വാദിക്കുന്നതിനോ ആ നിലയിൽ പ്രവർത്തിക്കുന്നതിനോ ഇടയാകാതെ സൂക്ഷിക്കണമെന്നുള്ളതാണു ആവശ്യം. മെസ്സേർസു ചങ്ങനാശ്ശേരി പരമേശ്വരൻപിള്ള, പി. കെ. നാരായണപിള്ള, പുതുപ്പള്ളി കൃഷ്ണപിള്ള, കോട്ടൂർ കുഞ്ഞുകൃഷ്ണപിള്ള മുതലായ മാന്യമെമ്പറന്മാർ ഈ വിഷയത്തിൽ പുറപ്പെടുവിച്ചിട്ടുള്ള മറ്റു അഭിപ്രായങ്ങളോടും ഞാൻ പരിപൂർണ്ണമായി യോജിക്കുന്നു.

DEPUTY PRESIDENT: It is very late, and yet I think there are some more members who desire to speak. I have been exercising my best discretion in the matter. If, however, notwithstanding this circumstance anybody is desirous to speak, let them consider. I think there is none?

MR. R. M. STATHAM (*Director of Public Instruction*): I find, Sir, that, at the last meeting of this Assembly a member is reported to have said that it was hoped that the Statham Committee would find solutions for all the naughty problems of Travancore. I do not think that the Committee investigated any "naughty" problems, but I think, Sir, from the tenor of the speeches made in the Assembly during the last two and half days, that at least some of the suggestions in the Report, which, the Government have under consideration, have met with the approval of a considerable number of members of this Assembly. There has been, however, some criticism levelled against the suggestions. I do not want to detain the House very long, but I will just refer to a very few of these criticisms.

One of the main criticisms has been the surrendering of all control on the part of the Government. I would like to assure the members of the Assembly that, whatever there may be in the Report, I do not think that any single member can find in it a recommendation to the surrender of control of any branch of education. Almost every paragraph in the Report has laid stress on the need for tightening of control by Government. Government is not going to surrender its responsibility, particularly for mass education. I am surprised to hear some members referring to local self-governing bodies as private agencies.

MR. S. J. NAIR (*Nedumangad*): One question, Sir, may I draw the attention of the member to page 56—

DEPUTY PRESIDENT: You may put questions and not read the Report.

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MR. S. J. NAIR (*Nedumangad*): May I know whether in the Report it is not stated that it should be the avowed policy of Government, in the future, gradually to withdraw from the direct management of primary schools, only retaining a limited number of what may be termed demonstration schools in selected areas?

MR. R. M. STATHAM (*Director of Public Instruction*): It has already been pointed out in the Assembly that there is a great deal of difference between Government control and the direct management of Government institutions. I was just saying that there are members who refer to local bodies as private agencies. I would like to suggest, Sir, that local bodies in the sphere of local self-government are public bodies controlled by Government and their funds are public funds controlled by Government.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): May I know from the member whether the Report does state that other bodies excepting local bodies will not be entertained?

DEPUTY PRESIDENT: The Report is in the member's hand.

MR. R. M. STATHAM (*Director of Public Instruction*): One member, Sir, has spoken about his desire for nationalisation of the school system in the State. If local bodies in charge of schools are set up and controlled by Government, as suggested in the Report, I imagine that the member's object will be achieved. I will deal with one more point and that is, Sir, the apparent misunderstanding about religious instruction. One member suggested that there may be possibilities of the pupil belonging to one religion being given instruction in the tenets of an other religion. Now, Sir, the Report says what is exactly the opposite. Amongst a certain number of mission institutions, I understand, at the present moment, all those who study in those institutions must receive religious instruction from the Bible. The Report recommends that students of each community may receive religious instructions in their own faith. Religious instruction should not, however, be given to any pupil of another faith unless the parent demands it in writing. The Report has provided for new safeguards against the practice which is in vogue at present.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Has the member any objection to order that religious instruction should not be carried on in the schools?

DEPUTY PRESIDENT: That does not arise. We are speaking about the Report and the member speaks about the order.

MR. R. M. STATHAM (*Director of Public Instruction*): The recommendations of the Report prevent the present dangerous practice of religious instruction being given to all pupils; at present, unless the parent actively objects to his pupil receiving religious instruction, in the ordinary course it is given.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Anyhow is the Director still for retaining the recommendations of the Committee with regard to the encouragement of religious instruction under certain conditions?

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DEPUTY PRESIDENT: The Director's readiness or want of readiness is not the question which affects the matter.

MR. A. THANU PILLAI (*Trivandrum-Rural*): Am I to understand that in cases where the management wants non-Christian children to be taught the Bible, it would be difficult for the management to get written requisitions to that effect from the parents of such children?

MR. R. M. STATHAM (*Director of Public Instruction*): I think it would be surprising if a Hindu parent, for example, put in writing, against his own will, that he desired his pupil to receive religious instruction.

MR. A. THANU PILLAI (*Trivandrum-Rural*): May I know whether Mr. Statham realises that imparting instruction in religion other than the religion of the pupil would do more harm to the pupil in case where the pupil is of tender age or below 15 years of age?

DEPUTY PRESIDENT: Does Mr. Statham say so? It does not appear to me that Mr. Statham said that instruction in religion other than the religion of the student should be imparted.

MR. R. M. STATHAM (*Director of Public Instruction*): I think, Sir, my position as well as the position of the authors of the Report with regard to imparting religious instruction is quite clear. Religious instruction to pupils of a particular religion should be allowed. But under no circumstances should one type of religious instruction be given to pupils of another faith.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I know from the member whether, with the consent of the parents, instruction in religion other than that of the pupil is admitted by the Committee even to children belonging to other religions?

MR. R. M. STATHAM (*Director of Public Instruction*): I do not think it is so. The Committee's recommendation is this. Suppose Mr. Kunjukrishna Pillai sends his child to a mission school for whatever reason. If he wants his child to be given the religious instruction of that denomination, he has to put it in writing. I do not think there is anything wrong there. But, if against the will of the parent, religious instruction is given, it would be wrong.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I do not think I am quite clear. Even if I am foolish enough to say that my child be given religious instruction of that denomination, is it proper from an educational point of view that a child of tender age is allowed to be given instruction in other religions?

DEPUTY PRESIDENT: I disallow that question.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): May I know from the member whether there was a large volume of evidence in support of this recommendation with regard to religious instruction?

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MR. R. M. STATHAM (*Director of Public Instruction*): I think I will be deviating considerably from the main point in replying that question.

DEPUTY PRESIDENT: That is an important matter. The Committee has formulated certain views and the member is asking whether there was evidence for a particular view. A simple statement in answer would do.

MR. R. M. STATHAM (*Director of Public Instruction*): I believe so. Whatever I state, I state on behalf of Government and not as a member of that Committee.

MR. A. THANU PILLAI (*Trivandrum-Rural*): Is there evidence on this point from persons of denominational bodies or non-denominational bodies?

DEPUTY PRESIDENT: Mr. Statham may be asked whether there is any evidence.

MR. A. THANU PILLAI (*Trivandrum-Rural*): The reference was made to evidence and I wish to know whether that evidence was given by persons connected with denominational bodies or non-denominational bodies.

MR. R. M. STATHAM (*Director of Public Instruction*): Sir, I cannot give the number of persons who gave evidence on that point. But I understand that almost all persons who gave evidence were cross-examined with regard to the question of religious instruction, whether they belonged to one or other denomination.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): That answer is not clear.

DEPUTY PRESIDENT: The member has given the answer.

MR. R. M. STATHAM (*Director of Public Instruction*): There are members in this Assembly who advocate that they do not want religious instruction to be imparted to pupils, to whatever denomination they may belong. On the other hand, there are a large number of people in India who have been objecting to secular education, because they could not get religious instruction in public schools. You ought to remember, for example, that our Mahomedan friends regard religious instruction as an essential part of education. In these circumstances, I cannot see why people should take up a "dog-in-the-manger" attitude and say "We do not want any religious instruction and since we do not want, nobody shall have it".

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): May I know from Mr. Statham what is the practice in England with respect to religious education.

MR. R. M. STATHAM (*Director of Public Instruction*): I submit it is extremely difficult if questions as to the practice in England or elsewhere are asked. I am sorry that, while we are holding the discussion or consideration of the Report, we have to discuss as to what happens in England.

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MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*) : If it is difficult for Mr. Statham to answer, I do not want an answer.

MR. R. M. STATHAM (*Director of Public Instruction*) : I may inform the member that religious instruction in England is permitted.

Considerable number of suggestions have been made with regard to the question of finance.

MR. T. P. VELAYUDHAN PILLAI (*Tiruvalla III*): May I know whether Mr. Statham is aware that religious instruction in schools has given rise to criminal cases in this State?

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*) : I rise to a point of order. Can the member speak in English?

MR. R. M. STATHAM (*Director of Public Instruction*) : I am aware of criminal prosecutions.

DEPUTY PRESIDENT: I wish the right of questioning by members is very sparingly used at this stage.

MR. R. M. STATHAM (*Director of Public Instruction*) : I want to say one word on the question of finance. One or two members have suggested that the Report does not clearly state the financial implications of the recommendations. I am not here to defend them. But I would like to point out that the specific points referred to by Mr. Krishna Pillai in regard to the residential system and the amalgamation of colleges are actually estimated for in the chapter on Finance. With regard to the fear of future taxation and the cost of future experiments in education, I just want to say that, if the Report is read carefully and if the proposals of the Committee are accepted, it will probably result in considerable savings of Government's revenue. The Report actually estimates in one portion a saving of something between 3 and 4 lakhs of rupees per annum if unnecessary, insufficient, and overlapping institutions are abolished.

With regard to the future taxation, it must be obvious that Government in these days of economic depression will naturally go cautiously and slowly before they put additional burden on the people of Travancore State. The major suggestions of the Committee with regard to the future finance of the schools is that Government should set up local bodies for general purposes and then entrust the management of schools to them. I do not think that, when times improve, it will be impossible to ask local people to raise local cesses through the medium of local bodies. Local people have already evinced great interest in the advancement of education by making contributions, not only for their own school buildings, but for departmental school buildings also. I believe, Sir, that, when times improve, local taxation through local bodies constituted for education, may not be so objectionable to the people of the State

Then about inspection. It has been suggested that the separate women Inspectorate was started because of fears about the relationship of women teachers to the men Inspectorate. I speak, Sir, subject to

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correction, but I believe that these were not the reasons for starting a separate women Inspectorate. The special branch was created because the Administration at that time thought that, in the interests of the general advance of women's education, such a policy was desirable. Whether it has been successful or not, we must judge either by the recommendation of the Committee or by our own local knowledge. The Committee has pointed out that 65 per cent. of the girls who study in Vernacular schools actually receive instruction in boys' schools. Mixed staff and co-education are not new to Travancore. In many aided schools in villages, we find mixed staff a common feature. They are found even in departmental schools.

With regard to the Deputy Director, Mr. P. K. Narayana Pillai has objected to a senior officer being posted and trained for the Director's post. It is difficult to know exactly what Mr. Narayana Pillai actually does want; he does not want as Director an outsider, that is clear. He does not want a Principal or a Professor. I am at a loss to know what class of officer Mr. P. K. Narayana Pillai would like to be recruited as Director of Public Instruction. Is it men like the senior member of the department?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): May I know from the member whether it is not desirable that the Deputy Director should have a mastery of the Vernacular of the State?

MR. R. M. STATHAM (*Director of Public Instruction*): For that matter, it is good that both the Director and Deputy Director should have a knowledge of the Vernacular of the State.

The Auxiliary Committee of the Statutory Commission made striking criticisms with regard to the Head Offices of the Educational Department in all provinces in India and their complaint was that the seniormost officer, whether he happens to be a Principal or Inspector, who was likely to be promoted as Director, had no experience of the Head Office work when he assumed charge as Director. They brought to the notice of the British Government the necessity of appointing senior officers as Deputy Directors of Public Instruction. The Government of Travancore followed that principle and I think it is a good principle.

MR. K. R. ELENKATH (*Kalkulam I*): May I know whether the Education Reforms Committee has recommended the senior officer to be a Deputy Director of Public Instruction?

MR. R. M. STATHAM (*Director of Public Instruction*): The senior men in the department at present are all in the colleges.

Just one word in reply to the repeated criticism about married women. Mr. Kottur Kunjukrishna Pillai might well have left the married women, if he would permit me to say so, to the advocacy of the lady members. Purely on account of delicacy, I refrained from giving details of the various difficulties we are now having on account of the married women in service. But Mr. Kottur gave an elaborate picture

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[Mr. R. M. Statham.]

to the House of ladies giving birth to a child every year and of their being forced to take leave for more than eight months in each year, and his exposition made it clear that, in any case, one year out of every three years of their services would not be available for the department. He only made their case very much worse than it would have been if he had left it to the lady members of the Assembly.

In reply to Srimati Narayani Amma, I may humbly say, Sir, that there is nothing illogical in the idea that we should not have married women in the Inspectorate, in the High Schools and in the Colleges and that we might have them in the Vernacular schools. In these Vernacular schools, especially in the primary schools, if we change the school hours to morning or evening, as suggested in the Report, the married women teachers can do their school work without prejudice to their household duties. The work in the Vernacular schools does not need any very great preparation at home as does the work in the higher grades of service in the department. There are a number of reasons I can give, Sir, to show why the suggestion in the Report is not illogical, had I the time to do so.

I just would like to add one word in regard to the suggestion that the abolition of the Vernacular middle school is going to be the death-knell of the Vernacular education in the State. Throughout my twenty years of service in the Education Department in India, I have been advocating the cause of the Vernacular not only as the medium of instruction but also as the medium of examination. From my personal experience, I can assure the House that I sincerely hope that the recommendation contained in the Report is going to serve the betterment and improvement of the Vernacular of the country rather than sound its death-knell.

Finally, I shall deal with the question of the Advisory Board itself. I could not understand the attitude of Mr. P. K. Narayana Pillai towards the Advisory Board, for which I actually moved for a grant the day before yesterday, or rather the first day of the Assembly. In effect, Mr. P. K. Narayana Pillai said " A Committee presided over by Mr. Statham came here, pointed out a lot of defects in the system of administration of the Education Department, Mr. Statham took charge of the post of Director of Public Instruction and then said 'keep out' those were his very words, I think—'you members of the Assembly must not have anything to do with improving things, keep out.' Now, Sir, that is exactly the opposite of what the Government have actually done. Government received the Report, found in it a recommendation to take the public into the confidence of the Government, and declared that their policy would be to consult the representatives of the people and to take their advice. They did not say 'keep out'; they said 'come in'. For the first time in the history of Travancore, Government propose to constitute an Advisory Body, consisting entirely

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of non-officials, with whom they are prepared to discuss big questions of policy in regard to education. It was a good gesture on the part of Government, a friendly request to the people to 'come in and to co-operate' and not to 'stay out'.

There has been considerable criticism in regard to the personnel of the Advisory Board. I am glad to be in a position to give three assurances to this House in regard to the personnel of this Board and its working generally. One is that, in view of that has been said from many sections of this House, Government are prepared to have fifty per cent. of the members of the Advisory Board from the members of this Assembly and of the State Council, mainly from among the elected members. (*Hear, hear*). The second assurance is that Government are prepared to see, out of deference to the suggestion made by many members, that there should not be over-weightage of any particular type of interest in the Board, apart from the members of this Assembly and of the State Council. Thirdly, I would like to give an assurance on behalf of Government that, having listened for a considerable time to the fair criticisms and to the very prolonged discussion, on the admittedly complicated and numerous recommendations of the Committee, Government will not proceed with the major recommendations of the Committee without giving due consideration to the suggestions made by the members of the Assembly. (*Hear, hear.*)

I shall now commend the demand for the acceptance of the House.

DEPUTY PRESIDENT: A member raised the question as to whether, if this grant was allowed, it will create a kind of estoppel or *quasi* estoppel in regard to the Report, and its various recommendations. So far as I am able to see myself and so far as I have been able to gather from Mr. Statham's reply, I do not think any such inference can arise, because, in the present instance, there has been nothing more than a mere expression of opinion on the recommendations of the Committee, which are numerous, heterogeneous and sometimes divergent. Therefore, I am sure that no kind of estoppel or committal will arise.

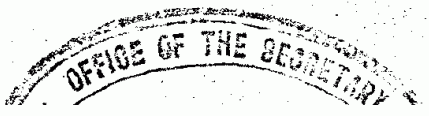
The demand was then put to the vote of the Assembly and carried unanimously.

DEPUTY PRESIDENT: The motion is carried without opposition.

The grant was made.

The Assemby adjourned at 5-23 P. M.

K. MADHAVA KURUP,
Secretary to the Sri Mulam Assembly.



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